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EDITORIAL NOTES

THE TWENTY-FIRST Annual Meeting of the Association of American Colleges will be held at the Atlanta Biltmore Hotel, Atlanta, Georgia, Thursday and Friday, January 17 and 18, 1935. The Executive Committee has in preparation an unusually stimulating program and matters of vital concern to the colleges will have ample discussion. Reservations should be made at once. As usual, the denominational college associations and the Council of Church Boards of Education will meet in the same city the same week, and most of them have chosen the Atlanta Biltmore as headquarters.

A REGIONAL conference under the auspices of the Association and with Knox College as the host, will be held at Galesburg, Illinois, on October 30 and 31. The opening session will begin at 3:00 o'clock Tuesday afternoon and there will be a general dinner that evening. The purpose of the conference is to set forth some of the activities of the Association, but more particularly to afford an opportunity for an intimate discussion of the special problems facing the colleges of the region concerned.

MR. ARCHIE M. PALMER, who left the Institute of International Education in 1929 to become Associate Secretary of the Association of American Colleges, has accepted a call from his Alma Mater to become Executive Secretary of the Cornellian Council, the fund-raising organization of the Cornell Alumni. His official connection with the Association terminated on June 30.

THE EDITOR attended in August the Conference of the Church-Related Colleges of the South at Asheville, N. C. On September 21, he met with representatives of the Association of Colleges and Universities of the Pacific Southwest in a conference in connection with the inauguration of Dr. W. O. Mendenhall as President of Whittier College. Shortly thereafter, he spent two days in conference with the various official and faculty groups of the Claremont Colleges—Pomona College, Scripps College, La Verne College and the Claremont Colleges.

An evening session was held with representatives of the public school systems, high schools and junior colleges of Southern California cities. A week later he attended and participated in a conference of college representatives of Idaho, Oregon and Washington at Portland. Returning to New York, he visited the fall conference of the Ohio College Association at Columbus. In addition, there were numerous visits to individual institutions in various sections of the country.

THE ADDRESS on "The Alleged Over-Population of the College," delivered by the Editor at a joint luncheon of the Personnel Research Federation and the American College Personnel Association in Cleveland last February, and printed in the May BULLETIN, is being reproduced in the October issue of *Occupations*.

ON JULY 1, 1934, the joint office of the Association of American Colleges and the Council of Church Boards of Education was discontinued. The Association of American Colleges now occupies its own office independent of any other organization, and is served by a full-time staff. The rooms have been thoroughly renovated and offer attractive and efficient headquarters for the work of the office and for the use of members of the Association visiting New York.

THE REPLIES from the Deans of the great Graduate Schools to his question as to the fate of the newly graduated Doctors of Philosophy, which are presented in the discussion of this issue under the title "Are Ph.D.'s a Drug on the Market?" are considered by the Editor as of especial significance and value. The data thus contributed by these highly reliable educational leaders fall into the same category as the startling report of the Brookings Foundation on "America's Capacity to Produce."

We like to believe, and these Deans reassure us, that we cannot have too many good men and women.

THE ASPIRATIONS of organized youth have registered a great gain in the successful effort of the National Student Federation to secure sympathetic consideration of a plan to introduce Youth Service as a regular division within the Office of

Education. BULLETIN readers will find much to approve in the plans of the Federation as set forth by Mr. Lang in a later section of this BULLETIN.

A SERIES of most vital contributions to the science and art of college teaching by acknowledged trail-blazers in this field constitutes an intensely interesting and encouraging feature of this issue. These authorities speak from a wealth of experience in diverse fields of college life.

THE EXTENT to which the great out-of-doors contributes to the rich offerings of our colleges is set forth partially and in so far as we know for the first time, in our section devoted to the topic "The Return to Nature." How far the colleges are getting away from the musty-cloister conception of their mission!

AN EVIDENT upward trend in philanthropy during the first half of 1934 is indicated in a compilation of announced gifts in New York, Chicago, Philadelphia, Baltimore, Washington and Boston reported by the John Price Jones Corporation, fund-raising consultants, of 150 Nassau Street. The total published gifts, presumably made from current income, were \$19,868,975—an increase of 44 per cent over the same months of 1933, when such gifts totaled \$13,747,320.

The following is a tabulation of the various classifications of gifts for the first six months of 1933 and 1934:

	1933	1934
Education	\$1,004,252	\$5,588,944
Organized relief	9,986,722	8,248,956
Health	717,320	1,673,800
Play and recreation	152,050	4,777
Fine arts	354,988	1,792,730
Miscellaneous reform	655,296	815,926
Religious purposes	54,637	365,648
Foreign relief	822,055	1,378,194

The gifts by cities for the same periods in 1933 and 1934 follow:

	1933	1934
New York	\$8,329,402	\$13,484,123
Chicago	368,289	2,160,335
Washington	1,441,085	68,410

Philadelphia	244,055	670,681
Baltimore	139,976	427,807
Boston	3,224,513	3,057,619

There was a noticeable decrease in bequests this year as compared with the bequests during the first six months of 1933. The total gifts and bequests in 1934 was but \$37,350,501, as compared with \$85,145,095 in 1933.—*The New York Herald-Tribune*.

THE INSTITUTE OF INTERNATIONAL EDUCATION entertained at Riverdale Country School, on the outskirts of New York City, from September 13 to 17, a group of foreign students who have received fellowships in this country under its auspices. These students, about one hundred in number, represented Austria, Czechoslovakia, Hungary, Italy, France, Germany, Spain and Switzerland, as well as several South American countries.

For three days, the students enjoyed the opportunity of becoming acquainted with each other and with the staff and friends of the Institute. Interspersed with social events were conferences aimed to orient the students to the conditions of life and study in American colleges and universities. Professor Duggan, Director of the Institute, set forth the pioneer features of America, Dr. R. L. Kelly of the Association of American Colleges outlined the educational systems, while the political and social life of American students was interpreted by Mr. Francis Henson, American representative of International Student Service, and Mr. Charles D. Hurrey of the Committee on Friendly Relations Among Foreign Students.

At the close of the Riverdale meeting, the students scattered to the various colleges and universities throughout the country to begin their experiences as students in America for one academic year.

LAFAYETTE COLLEGE held a two-weeks conference on engineering, on its campus, June 24-July 7, 1934, attended by twenty-one secondary school boys intending to go to college. About half of the boys had just completed their junior year at school, and the others expect to be ready for college in 1936. One boy will not be ready for college until 1938. The fathers

of the boys were, for the most part, professional men, including engineers, physicians, lawyers, and bankers.

The general purpose of the conference was to give counsel and vocational guidance to young men expecting to enter college, and to answer for them the following questions.

1. Should I go to college?
2. What are the aims and scope of engineering education?
3. What are the opportunities in the engineering field?
4. Should I be an engineer?

The activities included aptitude tests, laboratory practice and demonstrations in the mornings; recreation and inspection trips to near-by industries in the afternoon; conferences, lectures and entertainment in the evenings. The aptitude tests were given for scholastic, engineering, and accounting aptitude. The lectures were given on the various branches of engineering and industry by the engineering professors of the College, and by Dr. Walter V. Bingham, Director of the Personnel Research Federation; A. B. Parsons, Secretary of American Institute of Mining and Metallurgical Engineers; and General R. S. Rees, Vice-President of American Telephone and Telegraph Company. A particular feature of the conference was the interviews had by the various members of the staff with the boys and their parents. A written report was given to the parents at the close of the conference, giving the results of the tests and the staff's general observations of the boys. Finality was not claimed for the reports, they were intended only as guides to help the boys make their own choice of training for their life careers. Furthermore, advice about the different colleges was given without prejudice. Many of the boys had real problems as to their choice of vocations. Most of them were interested in engineering before coming to the conference, but some decided on something else by the time the conference closed. The careers of all of the boys are being followed up with the idea of recording what influence, if any, the conference may have had in their development.

LA VERNE COLLEGE reports that its affiliation with the group of institutions on the Claremont campus, which became effective in September, 1933, has proved very satisfactory. The institutions cooperating include Claremont Colleges, Pomona College, Scripps College and La Verne College. Under this

arrangement the students of the various institutions are given access to a large personnel, a wide curriculum, excellent scientific and library facilities, while at the same time they have the advantages of the small college.

One of the unique features of the plan is the Artist Course which commands the interest of more than two thousand people from the schools and community, said course bringing to this region some of the world's greatest musicians.

DURING the latter half of the month of August the annual Bread-Loaf Writers' Conference was conducted by Middlebury College under the direction of Theodore Morrison. The leading member of the staff was Hervey Allen. The Conference was conducted on a non-academic basis and its purpose was to give men and women desiring to establish themselves as writers, experience, practical criticism and advice, by a staff of distinguished writers and critics.

HOBART COLLEGE has recently paid a special honor to its first dean, William Pitt Durfee, who served the college in that capacity for half a century, retiring in 1925 to become dean emeritus. The characterization of him is "charming but wise."

ST. OLAF COLLEGE at the end of the school year, 1933-34, combined two events into one—its commencement for the year and its sixtieth anniversary. At times the features of the two events were closely interwoven.

Two programs were largely devoted to reviewing the past and to expressing felicitations for the future of the college. An original poem entitled "Milestones" was read and intimate friends of the College recalled some of the outstanding personalities in its history. Greetings on behalf of the state were brought by Governor Floyd B. Olson. Dr. J. C. K. Preus, Executive Secretary of the Board of Education of the National Lutheran Church of America, President D. J. Cowling, of Carleton College, Dean J. B. Johnston of the University of Minnesota, President T. F. Gullixson of the Luther Theological Seminary, President Ernest Nelson of Dana College also brought greetings.

A large exhibit formed a unique anniversary feature. Pictures arranged chronologically contained the history of the insti-

tution. The achievements of the St. Olaf Choir and publications of the alumni were featured. A map showed where alumni are found. The work of the departments of art, Latin and English was also depicted.

The St. Olaf Choir and the St. Olaf Band, both under the leadership of Dr. F. M. Christiansen, gave concerts during the festivities.

BAYLOR COLLEGE FOR WOMEN, Belton, Texas, entered its ninetieth year on September 17. It owns 300 acres of land in Central Texas, has twelve modern buildings on its beautiful campus, and operates its own ice plant, power house, laundry, and large dairy. Its campus, property, endowment, and loan fund are valued at more than \$2,000,000. It has a faculty of some forty-two members, all trained in the leading colleges, universities, and conservatories of this country and of Europe.

Older than the state of Texas itself, having been chartered by the Republic of Texas in 1845, Baylor College has been known for nearly a century as the leading woman's college in the Southwest, especially noted for its splendid fine arts conservatory, with a beautiful fine arts building made possible by the Presser Foundation of Philadelphia. It is a church supported college, training for Christian leadership and refined, cultured motherhood, as well as preparing each student for effective service in some vocation or profession.

Baylor College holds membership in the Texas Association of Colleges, in the Southern Association of Colleges and Secondary Schools, and in the National Association of Music Schools.

ILLINOIS WESLEYAN UNIVERSITY during the past year sponsored a community lecture series on popular subjects by members of the University's teaching staff. This was the second year of such a plan and it was found that the lectures more than compensated for the effort in their influence in the community. The University also opened its buildings during the past year to the C. W. E. S. and during the first four months of 1934 courses were conducted not only by former graduates of the University but also by other local teachers.

IN THE year just past Norwich University has endeavored to promote a program of service to both students and local community. Among other things, the University was instrumental

in training the Vermont Motor Vehicle Inspectors in pistol marksmanship. This work was carried on under the direction of the University's military staff, and promptly won for the University commendation not only from the Commissioner of Motor Vehicles and other state officials, but of many of the leading newspapers of Vermont as well.

Norwich is considering the inauguration of a summer school for the benefit of students who might wish to take courses not included in the present curriculum. This summer school, as planned, would offer courses in aeronautical and mechanical engineering. The cost would be sufficiently low to make possible popular attendance.

On Memorial Day, 1934, the University held Open House for the people of Vermont and, in conjunction with state patriotic and veterans' organizations, held a patriotic observance on that anniversary.

DOANE COLLEGE reports very vigorous and widely prevalent interest in international goodwill and understanding. The Young Men's and Young Women's Christian Associations have been quite active. The International Relations Club has carried on its regular program, including full representation at the regional conference in Grinnell in April. A more unique feature is what is called the "Doane-in-China" project by which Doane has one or more representatives on the faculty of Jefferson Academy, Tunghsien, China, and one or more Jefferson Academy graduates are given free tuition for studying in Doane College. Under that arrangement one Chinese student, Mr. Charles Ch'eng, has completed his undergraduate course of study there and has been awarded a fellowship for continuing of his studies in chemistry in the graduate school of Yale University, 1934-35. Two graduates, one of the class of 1934 and one of 1933, have been sent to China as teachers in Jefferson Academy. It is felt by Doane that this project is a very practical and valuable means of promoting mutual understanding between these two countries.

IN A study made of Goucher College not long ago it was learned that seventy of the eighty-five more permanent members of the faculty had travelled abroad on some 250 occasions.

LAKE ERIE COLLEGE recently celebrated a triple anniversary in one day: the seventy-fifth anniversary of the founding of the College, the fiftieth birthday of the Alumnae Association, and the twenty-fifth year of President Vivian B. Small's term of office.

HIRAM COLLEGE announces in the current catalogue a course in synthetic science, consisting of lectures, readings, and discussion periods dealing with astronomy, physics, chemistry, and geology. This is in line with the practice of our greatest physicists, astronomers, mathematicians, and chemists in capitalizing their knowledge in the several areas for the farthest reaches of scientific research.

PRESIDENT JOHN W. DAVIS of West Virginia State College has just issued his significant study of *The Land-Grant Colleges for Negroes*. His report is published as an issue of the West Virginia State College *Bulletin* and is designated as Contribution No. 6 of the Department of Education. It consists of seventy-three pages with tables and bibliography and undoubtedly calls attention to a greatly needed but very considerably neglected type of American educational work. To be sure the land-grant colleges for Negroes have made really marvelous strides, as a matter of fact, but there are yet many challenges to these colleges which at present they are unable to meet, chiefly because of lack of adequate appropriations.

WESTERN RESERVE UNIVERSITY, which heretofore has been slow to sound an appeal for annual contributions from its alumni and friends, now reports that at the end of an eight months' period of its program to secure funds for the University, conducted under the auspices of the University Alumni Council, there were 3,758 alumni contributors and a total of 4,931 contributors of all kinds. This indicates the remarkable interest and vitality among the former students of the University.

HELEN WOOD has been appointed director of the School of Nursing at Simmons College. The scope of the School is to be extended beyond that of public health nursing. Students

will continue to receive technical training from the hospitals but in general the work is to be synthesized with the liberal college program. Students who complete the work will receive both the Bachelor of Science degree and the diploma in nursing.

WILLIAM HARRISON POWERS, Dean of Religion, is making great strides in the project to make Hendricks Chapel "the heart of the new Syracuse." In this movement, which has an outlined program of nine definite aims, he has the hearty cooperation of the faculty members and students.

MISS LILLIAN SEXAUER, speaking for Oberlin, says:

The Oberlin Art Club has been reorganized on the basis of the rich suggestions which have been offered by its members through personal interviews. With these ideas, we have created that which we feel will be an active organization that will stimulate and advance the interest of every member whether his interest be in crafts, practical art, history of art or the minor arts. Our secondary aim is to create an awareness and appreciation of art in the community as well as in the student body of Oberlin College. To meet this situation we have made our club departmental in structure. We will appoint an art major to head the following groups which will meet once every week: Oil Painting, Water Color, Design, Sketching (charcoal and pencil), Crafts, and History of Art. This will give every member of the club an opportunity to follow and make a research of his own interest. All groups will meet on the same evening so that there may be an opportunity for an hour or more of an exchange of ideas, experiments, and experiences that have taken place in each section of the club. Thereby we will maintain the unified interest of the club as well as the interest of each individual.

The program of studios and club meetings will be alternated with lectures on the traveling exhibits and general discussion of them. Several meetings will be reserved for the Cleveland Art School Exhibits that may appear during the year.

An exhibition of the best work was held at the close of the year.

THREE-FOURTHS of the enrolment of Davis and Elkins College is drawn from a radius of fifty miles or less from Elkins. A large majority of the local city and county teachers received

their training exclusively in the College, and its graduates are found in positions of influence in many sections of West Virginia in the professions and in business.

In very recent years, the development of national parks in northern West Virginia has given employment to graduates and undergraduates of the College. A number of forestry graduates employed by the Government are giving instruction in this highly important subject.

Mrs. Franklin D. Roosevelt, who, also spoke at Commencement, visited the Homestead Settlements, of which she is the promoter. She was welcomed to the platform annually used for the ceremonies of the Forest Festival on the Davis and Elkins campus by at least 5,000 people.

KIRTLLEY F. MATHER, Professor of Geology at Harvard University, wisely observes that keeping up with science is a man's size job these days.

The temptation is strong to throw up one's hands in despair and leave it to the experts unrestrained by the thirty-five hour week.

Our colleges in their processes of administration are confronted now with the remarkable challenge of trying to gear in to their educational programs the vast amount of scientific data which has recently been unearthed through the medium of research. Expert opinion is cumulative that this is one of the most significant challenges now before the American college, if college administration and teaching is to assume the proportions of a learned profession.

THE NATIONAL COMMITTEE ON STANDARD REPORTS for Institutions of Higher Education was established for the purpose of developing principles and forms for accounting and reporting in colleges and universities. Its financial support has been provided by the General Education Board. The results of the work of the Committee have appeared from time to time in the form of separate bulletins, each dealing with one aspect of the field of institutional accounting and reporting.

Some time ago an inquiry was sent to over five hundred colleges and universities to determine the extent to which the proposals of the Committee had been put into practice. Replies

were received from nearly 250 institutions. Of this number over 75 per cent were following the Committee's recommendations in one way or another; approximately one-fourth of them had adopted the forms in detail; approximately one-third had adopted them in principle and were employing them as far as possible in their own situations; the remainder either had adopted the forms and procedures in part, or were planning to put them into practice in the near future. An examination of a large number of published reports for the last several years indicates that the number of institutions employing the recommendations of the Committee is increasing.

The work of the Committee has received the strong support of a large number of educational associations and offices. These agencies have adopted the report forms for their own use, and also are strongly urging the institutions under their supervision to employ them. The report form on which the U. S. Office of Education collects financial statistics has gradually been modified until now it follows closely the forms of the Committee. The work of the Committee has been officially endorsed by the Association of University and College Business Officers of the Eastern States, The Midwest Association of University and College Business Officers, the Association of American Colleges, and the Council of Church Boards of Education. Its report forms have been adopted in whole or in part by practically all of the educational boards and societies of the various church groups.

Two state systems of education, Texas and Oklahoma, have adopted the recommendations of the Committee and now are requiring all the institutions of higher education in those states to follow the forms of the Committee.

The North Central Association of Colleges and Secondary Schools has specified in its new financial standards that the procedures and forms of the Committee should be followed by all colleges seeking accreditation in that Association.

The methods and forms developed by the Committee for reporting student enrolments have been commended by the American Association of Collegiate Registrars, and are being followed by the U. S. Office of Education in collecting enrolment data from colleges and universities.

The Committee is now preparing a final report which will bring together in one volume all of its previous publications, together with additional material. For further information, address Mr. George E. Van Dyke, Technical Secretary, 6835 Kimbark Ave., Chicago, Ill.

THE DEFINITE suggestion made during the administration of Mr. Hoover to create a commission to institute an inquiry into the policy of America in international economic relations has been carried out under the administration of President Roosevelt, and President Robert M. Hutchins of the University Chicago has been appointed chairman of the Commission which consists of eight members. President Hutchins asks, "Can we plan our internal economic life intelligently without knowing in which direction we are moving, in the international sphere?"

President Roosevelt asserts that "the immense structure of human culture exists to serve human needs and values not always readily measurable, to promote and expand human happiness, to enable men to live more richly and abundantly." Following the injunction of Plato, this program is placed in the hands of the philosophers under the general auspices of the Social Science Research Council.

THE COLLEGE PRESIDENTS' ASSOCIATION of Pennsylvania program for undertaking to control the development of junior colleges is a most significant indication of practical cooperation in the abandonment of the *laissez faire* methods which have characterized the development of American education. The special value of this procedure lies in the fact that it is begun in time, if only it can become effective, for constructive rather than destructive effort to unify, at least in part, the state educational program. For in Pennsylvania the junior college as yet has not become a large and powerful factor in this program. Further developments will be watched with interest. It is a real case of pioneering as the report on p. 426 indicates.

Along the same line and to the same end are the suggestions of President Reynolds for building a state program of education—in Arkansas it must be rebuilding, which is all the more difficult—which will include all types of institutions of higher learning.

A few months ago the widely-heralded Oklahoma plan gave promise of blazing a path through the educational wilderness but it is now understood this plan has been hopelessly engulfed in politics. The chief difficulty in all these plans lies in the fact that to no central agency has power been given with freedom to act.

STUDIES IN COLLEGE EXAMINATIONS is the title of a recent publication of the Committee on Educational Research of the University of Minnesota. The study brings out once more the very important consideration that it is of little avail to emphasize the necessity of more examinations as criteria of advancement without becoming deeply concerned with the necessity of improving very greatly the quality of the examinations themselves.

In the editor's book on *Tendencies in College Education*, published in 1925 and now out of print, he called attention to the very superior quality of the examinations conducted at the Sorbonne and other French universities. At last those responsible for the development of the American college are becoming aware of the necessity of setting examinations which really will be something of a test of the capacity of the student. Many examinations for the Master's and Doctor's degrees in American universities are little less than a farce and they will continue so unless and until methods are devised by which the student will have an opportunity not merely to report a few fragmentary facts which he remembers in reply to a battery of questions from different sources, but will also be given a chance to demonstrate what he himself can do in organizing and evaluating material on an assigned topic and expressing the results in effective and elegant English.

FREDERIC D. CHEYDLEUR of the University of Wisconsin, who has recently published in *The Educational Record* a very stimulating study on placement and attainment examinations, in which among other things he emphasizes the significance and alleged reliability of the objective examinations, has written concerning the editorial in the May number of the Association BULLETIN, entitled "Gearing Educational Research into Educational Programs":

I am heartily in favor of such an investigation as you suggest.

After many years of theoretical and practical problems in foreign languages, I am becoming more and more convinced that colleges and universities are badly in need of leaders with cultural background and familiarity with modern educational practice. Only too often our present heads cannot see anything beyond their own departments or special province; they are, educationally speaking, color blind. I hope and pray that the day may come when subject matter men like the scientists, historians, and linguists and the professional educationalists may bury the hatchet, join forces, and march abreast for the real advancement of learning.

HOMER ST. GAUDENS, Director of Fine Arts at the Carnegie Institute, declares "European art is coming up for air, and acquiring a little horse sense." There is more insistence on the need of an idea on which to hang the picture and less on the notion that the manner of expressing any subject is all that counts. There is a revival of interest in and respect for technique, not technique for its own sake, but as it takes its place in the whole scheme of painting.

Certainly this sound philosophy applies, as it has always applied, to the art of teaching. Conservative college faculties have usually held this point of view as respects matter and manner, but more often than not they have despised or ignored manner. Now, we seem to be moving back to a keener appreciation that the manner of the student is of more consequence than the manner of the teacher in the whole process of teaching. As President Britt aptly points out, it is more a question of learning than of teaching. The good teacher does not teach students—he "learns" students, if that may be interpreted to mean that he stimulates students more intelligently to dig in.

JOHN ERSKINE sets forth "The Threat of the Amateur." He says:

It's a threat if you regret the old order, now disappearing. But if you think the world might be improved, it's not a threat but a ray of light.

When we contrasted the amateur with the professional we used to mean that the professional was the real thing, and the amateur only a dabbler, an incompetent imitator. Now we mean that the amateur, from one essential point of view,

is the real thing, and the professional will have to prove himself. We return to the original heart of the word, and we understand by amateur one who does the work and likes to do it. This shift of meaning if you trace its cause illustrates the evolution, not exclusively economic, which makes our day exciting.

All of which emphasizes the point which this BULLETIN is attempting to make over and over editorially that the colleges of liberal arts and sciences have, after all, the most constructive program of any unit in American higher education.

THE VITALITY of the colleges and their advance in the development of the guild spirit has been impressively demonstrated in the various state and regional associations and conferences lately held in various sections of the country, a number of which are reported briefly on subsequent pages. American colleges are looking up, not down; they are looking forward, not backward, and they have the will to live abundantly and cooperatively.

DR. PAUL J. FAY of DePauw University reported to the American Psychological Association that students who receive the highest grade of "A" were spurred to better work when informed of the grade. "B" students achieved considerably less, while students of lower intelligence did much better when they were told of their grade than when they were not.

THE number of words known to college students was the subject of a report to the American Psychological Association by Dr. Robert H. Seashore of the University of Oregon. The average vocabulary of sophomores and juniors is about 15,000 non-technical English "root" words plus 52,000 derivatives of roots and about 3,000 special terms. This does not count words in foreign languages and the technical terms of such studies as the sciences.

SCIENCE doctorates have increased during depression years from 1,025 in 1929 to 1,343 in 1933. Chemistry led with 417, physics stood second, 123, zoology third, 115, and psychology fourth, 101.

VOCATIONAL PATTERNS—NEW AND OLD: PART I

ARE Ph.D.'s A DRUG ON THE MARKET

A SYMPOSIUM BY GRADUATE SCHOOL DEANS

THE Deans of the Graduate Schools of the Association of American Universities have given prompt answer to a question propounded by the editor as to their experience in placing their successful candidates for the Ph.D. degree in college teaching positions. The gist only of the replies is submitted here, although a wealth of detail is available as source material. The inquiry was based upon a sensational story told to a significant group of executives recently in a conference in New York City, that one thousand Ph.D. applicants had registered for a position in a Western college which pays only living expenses.

Positions other than those in the field of teaching are frequently mentioned in the replies so that the symposium represents a broad survey of unemployed recipients of the Ph.D. degree.

The Deans who generously cooperated in this project and whose cordial replies are submitted in condensed form by Roman numeral and in different order, are: Lipman of California, Deferrari of the Catholic University, Laing of Chicago, Atwood (President) of Clark, McBain of Columbia, Richtmyer of Cornell, Chase of Harvard, Carmichael of Illinois, Payne of Indiana, Seashore of Iowa, Dempster (Director of Bureau of Appointments) of Johns Hopkins, Stouffer of Kansas, Eve of McGill, Huber of Michigan, Ford of Minnesota, Robbins of Missouri, Upson of Nebraska, Moulton of Northwestern, Pierson of North Carolina, McPherson of Ohio State, Clewell (Director of Placement) of Pennsylvania, Eisenhart of Princeton, Lutz of Stanford, Harper of Texas, Brett of Toronto, Metcalf of Virginia, Heller of Washington (St. Louis), Slichter of Wisconsin, Furniss of Yale.

I. During the past two years, 26 candidates received the Ph.D. degree. Of that number, 24 are known to be employed. There is no information concerning one and one is known to be unemployed.

II. Of the 22 students who were given the Ph.D. degree here in 1933, one is deceased, 5 are temporarily employed—that is, they have accepted anything which came along, and 16 are permanently employed. Of this last number there are several who would ordinarily have obtained better jobs than they now hold, and of course would like to change at the first opportunity.

III. My estimate is that the percentage of our Doctors of Philosophy who have not yet succeeded in obtaining positions is not more than 20 per cent of those who have graduated in the last three or four years and possibly that percentage is lower. The wild stories that are passing around regarding such matters are always apt to be exaggerations. I am sorry that such exaggerations are current because the actual facts are bad enough.

IV. Seventy-six candidates received the Ph.D. degree in 1933, 58 have positions at the present time, and 18 do not.

Of the 11 candidates who received the Ph.D. degree in March, 1934, at least 5 have positions at the present time and probably more.

V. I am of the opinion that educators are taking unreasonable alarm in regard to the difficulty of placing Doctors of Philosophy. Wages are down of course, and men have to take positions which they would not have taken during the palmy days. Poor timber is showing up by loss of positions and difficulty in placement, but I do not regard the situation as very serious. Superior students are encouraged to continue post-doctorate study, which is now an essential for any ambitious Ph.D. The presence of a number of such in this University during the past year has resulted in splendid achievement on the part of a considerable number.

Under separate cover I am sending you my paper entitled, "Is There Over-Production in Higher Education?" My own view is that we must now provide new outlets, new types of training, and maintain morale.

In this part of the country teachers have been better off than any other class of people of similar ability and training—bankers, business men, doctors and lawyers. I am not in sympathy with the calamity howler from the teachers' ranks.

VI. Since the students taking the Ph.D. degree confer with members of the departments of their respective major subjects and have advice and assistance from the latter in securing teaching positions, the Graduate School Office has no records from which such information as you ask for could be compiled. It is certain, however, that not a few young people with the Ph.D. degree have so far found it impossible to secure such positions as

would enable them to render their best service to the public welfare.

VII. Some time ago a professor and I wrote to a large number of college presidents in the country, calling their attention to the fact that not only were there available at this time a considerable number of men who had obtained the Ph.D. degree in mathematics, but that there were also men who have taken this degree and held appointments as National Research Fellows for a year or more. Thus far they have brought to our attention two vacancies, one of which we have filled.

The existence of a large number of men who hold the Ph.D. degree for whom there are not college positions, raises in my mind the point of whether some effort ought not to be made to have a considerable number of these men placed in secondary schools. The chief difficulty along this line seems to be the so-called requirements in Education, which hold with regard to high schools. I have never been convinced that these requirements are important, and it seems to me that it would be advisable for various organizations in this country who believe that it is more important to have men highly trained in their subject eligible for teaching in a high school to say so, and combine in the direction of having a change made in these regulations. I realize the difficulties in the way, but feel that there should be a general discussion of this question. I should be very much interested to hear what you feel about this matter.

VIII. In certain of our fields, chemistry for example, all of our Ph.D.'s and most of those who have taken the B.Chem. degree, have been placed. We have three or four Ph.D.'s in physics who in normal times would probably have taken positions elsewhere, but who are staying on as instructors for a year or two after completing graduate work. It is my impression that nearly all of the better Ph.D.'s have been placed in reasonably satisfactory positions.

The Fellowship Board of the National Research Council has about the same number of applicants this year as last year and already those who are retiring from fellowships at the end of the current appointments are accepting positions. My impression is that there has been a very distinct improvement during the last twelve months. It is, of course, to be recognized that positions are not as easy to get as was the case five years ago, and it is also true that recipients of the Ph.D. are accepting much smaller salaries than formerly.

IX. Applications for candidates in various fields usually go directly to this or that member of the staff here and nobody outside of the department concerned knows anything about them.

It would be hopelessly impossible to try to gather the sort of information in which you are apparently interested.

X. We have just made a survey of the students that have held fellowships and scholarships at our University during a six-year period. This classification does not separate those who have received their doctorate from those that have not. Of the total number, about 400 in all, we found about 11 per cent were unemployed, 3 per cent were in low rating positions, 32 per cent were in industry, nearly 49 per cent were teaching, nearly 10 per cent were teaching at our University, and nearly 10 per cent were still continuing their studies. I am very glad to report that the positions opening up to competent holders of the doctorate are increasing and the outlook is encouraging.

If the universities are willing to restrict their graduate work to those fully competent to undertake it and to raise their standards for the doctorate, they will have little trouble, I think, in finding suitable positions for their graduates.

XI. The total number of Ph.D. degrees granted for the year, June, 1933, to June, 1934, was 49. Of this number 24 are employed as instructors, 11 are holding fellowships, 11 are employed in industry, one is taking more graduate work, and while two are unemployed, one of these has just completed a fellowship and has a prospective position in sight.

XII. Only those Doctors register with this employment office who have no positions or who are dissatisfied with what they already have. The total number of living Doctors of Philosophy in this University is about 2,850. It seems to us here that the situation has shown a slight improvement during the last few months.

The total number of Doctors of Philosophy registered in our Office of Vocational Guidance and Placement is 190. Of these, 64 are unemployed, 6 are in business and desire teaching positions, 13 are on part time or temporary work, 15 are with the CWA, CWES, or FRS, 13 are engaged in research work, and 79 are in teaching positions. While the number of unemployed or temporarily employed is much too large, the situation is nothing like that indicated in the first paragraph of your letter.

XIII. We have almost no demand for teachers with the Master's degree. In the case of a Doctor's degree last year, we were able to place five out of a total number of eight. For the coming year we are endeavoring to do all we can. We have sent lists of our students who wish to procure teaching positions to all of the leading colleges and universities of the country.

XIV. As far as I know there is no one who has received the Ph.D. degree from this University within the last two or three years who is without a position.

Since I have been in the field for two or three members of our faculty I am very conscious of the fact that there are a large number of well prepared candidates drifting about, exceedingly unfortunate because they cannot find suitable occupation.

XV. In 1931 there were 118 Ph.D. degrees conferred and 78 candidates were placed in college teaching. In 1932, 64 candidates were so placed out of a total of 127. In 1933, out of a total of 132, 65 were placed in college teaching. My own impression has been one of surprise that we could place as many men as we have placed. It ought to be added also that a number of other candidates obtained teaching positions in schools or research positions. We think our information is pretty accurate, because we inquire always in the fall of men who have received Doctor's degrees in the preceding year, asking for addresses and present occupations.

XVI. We are very sorry indeed that we do not have any specific data to send to you regarding the placement of University graduates obtaining the Doctor's degree. Very few of such persons were placed by the Placement Service last year and we understand from professors that they also have not been successful in placing these men and women in college or university appointments. Judging from our experience, we would hardly say that the report about the situation in the particular Rocky Mountain college is exaggerated.

Since the first of January, there have been many more vacancies reported from colleges and universities than were brought to our attention during the same months of last year. We have not yet been able to determine whether or not these reports are merely an indication of "shopping around" or an indication of an upward trend in the demand for college teachers.

XVII. As the work of this University in placing candidates in teaching positions is decentralized, this Bureau of Appointments serving as a clearing house, there are no available statistics upon the situation.

We all feel that the problem of placing Ph.D. candidates in suitable college teaching positions is a very serious one at the present time. Several of our Ph.D. alumni accepted work with the CWA here this year. However, we have noticed a slight improvement in the number and type of requests for college teachers for the next academic year.

XVIII. During the two years of 1932 and 1933, there were 24 degrees granted and all those students now have positions except two. Three of the positions are temporary in connection with government work. We have been rather cautious in accepting candidates for the doctorate and consequently have a relatively

small unemployment list. Institutions which have endeavored to accommodate as large a group as possible might have a very serious situation before them.

XIX. We have until this year had very good success in placing our Ph.D. men in chemistry. The number is not as large as in Eastern universities, having varied from 5 to 14 in recent years. The 8 persons who took the Ph.D. degree in chemistry between July 1, 1932, and June 30, 1933, are all placed. In addition, 7 received the Ph.D. degree in chemistry in the summer and fall of 1933. These are also all placed. During the spring and summer of 1934 8 received the Ph.D. degree in chemistry, 3 of whom are not now placed.

XX. We operate here a Bureau of Appointments which gives its services to graduate students. That Bureau has had fair success in the placement of our Ph.D.'s within the last three or four years. It would be difficult to say what prospect of success there is for the present year. According to our records, eight of the Ph.D.'s of the last three years are unemployed in any college, although they have sought to secure placement.

XXI. The total number of Ph.D.'s granted by this university during the past three years is 113. Six of these persons are now out of work; and 8 have temporary employment. At least 3 others have positions which are not very satisfactory to them and would doubtless apply for other positions when openings occur. The 17 persons who may be considered candidates for positions are distributed among departments as follows: chemistry, 2; commerce, 2; economics, 2; English, 1; geology, 2; history, 3; physics, 1; political science, 1; psychology, 1; and sociology, 2. We shall probably award between 30 and 40 Ph.D.'s this spring and summer. Perhaps 30 of these new Doctors will be seeking positions.

I have recently made an extended inquiry concerning unemployed Ph.D.'s in the field of mathematics. Including the persons who will probably receive their degrees this year, there are about 115 such persons who have been reported to me. I suppose that there are 15 or 20 more.

XXII. In general, I should say that our Ph.D.'s have succeeded, with few exceptions, in finding teaching, editorial, or commercial positions. The doctoral output at this University for the past four years has varied from thirteen to twenty-nine annually. The maximum number of twenty-nine was reached in 1934. The comparative smallness in numbers of our Ph.D. graduates may explain the low percentage of unemployment. Sooner or later they have found work. There have been here,

as at other universities, many applications for positions from Ph.D.'s and the number seems to be increasing.

XXIII. As we are very jealous of the Ph.D. degree and have been conferring it on less than a dozen students per annum, we have had comparatively little difficulty in placing our Ph.D. candidates in college positions. You will see from my articles, which I take the liberty of sending under separate cover, that I am a bit alarmed about the future value of advanced degrees, particularly in view of the undesirable competition with institutions on the collegiate or sub-collegiate level.

XXIV. This university conferred 123 Ph.D.'s in 1933. Of this number 27 were not candidates for teaching positions. Of the 96 who applied for teaching positions, 51 were placed in colleges, 23 received Research Fellowships and 17 accepted industrial and business positions. Only five are unplaced. It may be added that of the 51 placed in college positions, 18 returned to positions previously held by the registrants.

For 1933-34, the figures are as follows: 118 Ph.D.'s conferred, of which 40 were not registered with this office for teaching positions, although 30 of them have positions for the coming year—19 in colleges, 2 fellowships, and 9 in industrial and business posts; 38 registrants secured college positions, 7 hold fellowships, and 7 will be in industrial concerns. Twenty-six registrants are not placed as yet; some of this group, however, will be employed in all probability by the opening of the school term.

Perhaps I should add another word of explanation. The statements made above refer only to graduate students receiving their degrees at the present time. We have on our rolls a considerable number of former students who have been released from positions which they had occupied prior to the depression. These older people are harder to place and though we succeed in finding appointments for some of them our experience is not so favorable with respect to this group as a whole.

XXV. This University conferred the degree of Doctor of Philosophy upon 36 individuals during the academic year 1932-33 and upon 38 during the year 1933-34. To our knowledge, but 25 of the two groups have been placed in teaching positions. It is our opinion that the unemployment situation as it affects teachers is still very serious but improving.

XXVI. In the main I may say that this University has been able to place most of her holders of the Ph.D. degree, although within the last year there has been some difficulty in finding suitable places in the field of history for two or three exceptionally well-qualified holders of the Ph.D. degree in that subject. In chemistry there has been no difficulty whatever in placing successful candidates for the Ph.D. degree of this institution.

However, many of them have gone into chemical research, more particularly with the oil companies or other industries than into the field of college teaching. They have not objected to this work because they have been enabled to continue a high order of research and have received better remuneration therefor than is usually the case in teaching positions. I hope that our outlook here may continue in as satisfactory condition as it is now.

XXVII. While I am not able to give exact figures, the general feeling is that our students have been placed almost as well as before the depression began. We had during the year 1933-34 somewhat over one hundred Ph.D.'s. Quite a number were in positions, or returned to positions held before receiving the degree. Others had positions in anticipation. I really personally do not feel that we have noted the difference that you intimated in your letter.

XXVIII. At present the universities in Canada are not increasing their staffs or making fresh appointments. The National Research Laboratory is in a similar position. The demands of the industrial companies for trained scientific men have not increased. It is, therefore, increasingly difficult for Ph.D. men to find appointment, and there are several on my staff in the position of instructor or demonstrator who would, in normal times, be assistant professors.

This difficulty is likely to increase for another year or two, even assuming that the present upturn in prosperity should be maintained. On the other hand, I think that university men who have obtained a degree are in no greater difficulties than other members of the community.

XXIX. At this University during the four years 1931-4, (inclusive) 71 persons were granted the Ph.D. degree, of whom 59 are reported as employed by the departments in which the degree was conferred. By employment is understood fully paid appointments, such as (a) academic positions, (b) suitable industrial work, *e.g.*, as chemical director in an industrial laboratory for a Ph.D. in chemistry, (c) research fellowships under Councils in foreign countries, the awards excluding other paid employment. The report by departments is as follows:

Degrees conferred and recipients all employed: Hygiene and Preventive Medicine—1, Chemical Engineering—2, Physics—9 (2 temporary), Pathology and Bacteriology—2, Biochemistry—7, Botany—9, Pathological Chemistry—2, Physiological Hygiene—1, Romance Languages—2, German—1.

Degrees conferred and recipients employed as noted: Chemistry—6, empl. 5; Classics—1, empl. 0; Biology—7, empl. 5; Geology—4, empl. 2; Mathematics—5, empl. 2; Psychology—3, empl. 2; Political Sciences—3, empl. 2; Philosophy—6, empl. 5.

FACING THE EMPLOYMENT PROBLEM

ONE HUNDRED and eighty-four institutions of higher education, including fifty-three state teachers colleges, participated in a study of the supply and demand for college teachers made by Dr. James G. Umstattd at the University of Minnesota. Recommended by the Teacher Placement Division of the American College Personnel Association, the study was made possible through a grant from research funds by Dean Guy Stanton Ford, of the Graduate School.

The aim of the study was to provide data concerning the opportunities in the field of college teaching for promising students as well as information concerning the availability of well-prepared individuals for college positions. The schedules for the present study did not include the number of Master's degrees.

In the year 1932-33, 1,939 doctorates were conferred. Of these 962 were granted by twenty-six independent institutions, 897 by twenty-nine tax-supported universities, 69 by eight denominational institutions, and 11 by one state teachers college. Chemistry was the most popular field, leading with 352 doctorates. History ranked second with 122 and English third with 97. Economics, physics, education, and psychology rated fourth, fifth, sixth and seventh, respectively. Fifteen fields accounted for 1,378, or 71 per cent of the doctorates. On the basis of the Doctors of Philosophy placed in 1931-32 the author predicted that at least 400 of the 1,939 would fail to secure positions for 1933-34. Most of the institutions indicated, however, that a large majority of unplaced Doctors were being cared for in some way, usually in the form of researches, teaching, and other service to the institution. These are largely makeshift adjustments, to meet an emergency and constitute an unexpected drain upon the resources of the institutions.

On the other hand, of 151 institutions reporting on staff reductions for the year 1931-32, only 81 had made no reduction. The 70 that reported reductions totalled 228 cases, an increase of 100 per cent over the previous year, the largest increase occurring in the state teachers colleges. The proportion of Doctors in the reductions decreased from 20.2 per cent in 1930-31 to 15.8 per cent in 1931-32, and an analysis by ranks showed that

instructors accounted for more than a third of the reductions each year. Reductions in professorships exceeded those in associate and assistant professorships. Here, however, the greater average age of the professors indicates losses by retirement or death to a greater extent than in the other ranks, but whatever the cause, it is significant that a relatively large number of professorships were left vacant.

As to appointments, the average number per institution in this study decreased from 10.7 in 1920-21 to 6.9 in 1931-32, whereas the number of doctorates conferred in science alone during the same period increased from 455 to 1,148.

The author has worked out a ratio based on the number of appointments to the number of Ph.D's, but cautions against its being given too much significance in view of the many complex factors involved. He found that the number of appointments for men was but 51 per cent as great as the number of doctorates conferred whereas the corresponding figure for women indicated that 118 were appointed for each 100 receiving the doctorate degree.

The gross number of appointments made by 174 institutions in 1931-32 was 1,211, over 200 less than the number made by 172 institutions the previous year. The proportion of Doctors of Philosophy, however, increased from 9 per cent in 1920-21 to 22.4 per cent in 1931-32, the percentage of increase being more marked in the municipal institutions and in the teachers colleges.

A NUMBER of institutions have provided positions for their recent graduates unable to secure work in the usual channels. Johns Hopkins offered emergency fellowships; Bowdoin employed some as Teaching Fellows. The State University of Iowa in place of granting scholarships and fellowships gave free tuition to a selected number of graduate students who could qualify for scholarships, and free tuition and room to those who could qualify for fellowships. A graduate dormitory unit has been set up to accommodate one hundred students, and those holding honor appointments and assistantships are eligible for residence in these quarters. The Committee on Salary Contributions of the University of Minnesota set up an Emergency Fellowship Fund of \$10,000.

AT THE suggestion of members of its faculty, the Governing Board of Bowdoin College last fall made provision for the temporary employment during the first semester of a group of young graduates trained for college teaching but at that time unemployed. This step was made as a gesture of the concern of the college with the placement of younger alumni, particularly those who have been encouraged by their instructors to enter the field of teaching, and as a means of carrying out a social doctrine of spreading employment.

In accordance with this plan five men returned to the campus to act as Teaching Fellows, holding membership in the departments to which they have been assigned, but not in the faculty itself. Of the five, two are holders of the doctorate, and two of Master's degrees, while the fifth, a recent graduate, is particularly familiar with the chemistry laboratories, to which he has been assigned.

Although the original appointments were for the first semester alone, funds were found to continue the project through the year.

DEPRESSION conditions have led the Appointment Bureau at Mount Holyoke College to tap yet other sources for the benefit of its graduates. In June, 1932, a request was made of the alumnae clubs to make vocational surveys of their districts of cities and to include in that survey information regarding specialized training schools, apprentice opportunities, and business and educational institutions which, under ordinary conditions, would be able to offer employment to college graduates. Thus, the College is preparing for better times as well as using all the means in its power to help students graduating in times of an overstocked employment market. Its success may be judged by the fact that in November, 1933, the Bureau was able to announce that 185 of the 225 members of the class of 1933 had either secured positions or had definite plans for the year.

GOUCHER COLLEGE maintains a Vocational Guidance and Appointments Bureau with an alumna, as Vocational Secretary, in charge. All senior students are asked to register and complete data—academic records, test scores, professors' ratings and comments, student activities, etc.—are collected and kept in a permanent file. Because there is no graduate department at

Goucher College, the large majority of requests are for the younger alumnae; those just graduated and those with but a few years of experience.

The direct placements made annually by the Bureau itself are relatively few, but the number of alumnae who are assisted by the Bureau in securing jobs almost equals the total number of alumnae obtaining positions each year.

During the past two or three years the opportunities for college graduates, as for all men and women, have been limited. This has handicapped very considerably the work of the Bureau in making direct placements, but has increased rather than diminished the amount of help that has been necessary for the many individuals who have sought aid in obtaining employment. Because there are so few openings many young alumnae are pursuing graduate or specialized study after completing their college course, and will be better prepared to enter the professions and the business world when economic conditions improve.

Records of previous years show that over forty per cent of the graduates of Goucher College go into teaching for a longer or shorter period. The social service field, the library, the laboratory, the department store and the business office occupy a majority of the remainder. Almost every class produces a few physicians and lawyers, there is an occasional graduate nurse, and rarely an occasional artist. Within five years after graduation about fifty per cent marry, the major number to set up their own homes, the others to carry on two jobs, one within, the other without the home.

ACCORDING to a recent study of occupational trends made by Dr. W. F. Ogburn of the University of Chicago, business offers the brightest opportunities for women. He points out that while the professions and the arts are attractive, the field of business is much larger than either and is more likely to expand. Professor Ogburn advises women to look especially to new inventions and new industries, especially those in chemistry and electricity.

THE INSTITUTE of Women's Professional Relations, with headquarters at the North Carolina College for Women, is publishing valuable material on professional and other voca-

tional fields for women. The Institute is planning to issue a monograph on the "Opportunities Other than Public School Teaching for Women Trained in Chemistry and Physics." During the past year it published a pamphlet on "Special Librarianship as a Career" and now has on the press two others—"Dentistry and its Professional Opportunities" and "Dentistry as an Occupation for Women." Others in preparation are "Museum Work for Women," "The Work of the Home Economics Trained Woman in Business," "Opportunities for Educated Women in Department Stores," "Women in Banking and Investment Fields."

THE ALUMNI of Massachusetts Institute of Technology recently announced through the press that they would accept positions without salary on condition that they should not thereby displace any paid employee and that the work must offer an opportunity to use their technical training. They were especially interested in the problems of small industrial concerns in need of technical assistance for which they were unable to pay. Within twenty-four hours after the publication of the announcement, numerous positions were offered.

ACCORDING to studies recently completed by A. H. Edgerton of the University of Wisconsin's Bureau of Vocational Guidance, it is predicted that in the job-hunt of the future, the individual who will be in demand is one who can get along successfully with other persons since employers believe that social intelligence is to be an increasingly important factor in future vocational success. Both initiative and good social adjustment will be at a premium. "Such present day shortcomings as poor self-control, discourtesy, dishonesty and a lack of dependability should be overcome." . . . The future employee will be expected to prepare for, and do well, two or three different kinds of work rather than one very specialized type."

NORTH CAROLINA State College of Agriculture and Engineering offers a course in occupations intended to acquaint students with the various types of occupations together with the demands upon those engaged in them and the attractive and unattractive elements of each occupation. The study is approached

through reports, the division and analysis of occupations, and the study of men engaged in these occupations and of the regulations worked out by organizations of capital and labor and by the state. This course is a part of the guidance work and program of the College.

REED COLLEGE has just published a bulletin on the vocational choices of its graduates; the data covered 701 of the total alumni list of 748. Probably the most significant fact reported is that more than half of those reported on have gone on to graduate study. The average of this item for twenty-two liberal arts colleges recently reporting was 32 per cent. In summary, the report shows the following distribution: Education, 171; housekeeping, 150; business, 103; medicine and other science, 115; social, 85; graduate study, 45. This is the picture of the vocational outcomes of one liberal college.

THE UNIVERSITY OF MINNESOTA Employment Stabilization Research Institute was organized in 1931 for the purpose of contributing as much as possible to the solution of the unemployment problem in Minnesota. Members of the staffs of several divisions of the University, including Economics, Business, Sociology, Psychology, Education, Engineering, and Medicine, have been devoting a major part of their time cooperating in this project. There are three major divisions of the study: economic and industrial survey, individual diagnosis and retraining, and experiments in public employment offices.

The necessary funds to conduct a study of the basic economic and industrial phases of the problem were granted to the University by the Rockefeller Foundation. Aided by the active cooperation of the business interests of the Twin Cities and Duluth, a thorough analysis of the operations of over five hundred industrial, commercial, and financial concerns has been completed. The concerns selected for this study cover the major employers and are representative of the principal industries. Schedules were prepared for each business showing its operations in detail for the past six years.

On the basis of the information thus obtained, it was possible to prepare a report showing the fluctuations in business activity in this region classified by industries. This showed which indus-

tries have been declining and which ones are on the upgrade. A further analysis revealed the causes of the major changes. The changes in the local situation are being set against the national trends as determined by an analysis of data obtained from the census reports and materials taken from other studies.

A division of the Institute has been established to carry forward the work of collecting statistical data and disseminating the results of research to the business interests of the state and to aid in a regional economic planning program.

The phase of the work concerned with individual diagnosis and re-training is being financed by a grant from the Carnegie Corporation. The aims of this study are threefold: (1) to provide an adequate cross-section of the basic re-education problems of the unemployed, (2) to test out methods of individual diagnosis of vocational aptitudes of employed workers, and (3) to demonstrate methods of re-education of workers dislodged by industrial changes and consolidations.

During the first year of the experiment 4,000 unemployed individuals were examined in clinics established in the Twin Cities and Duluth. The cases were carefully selected in order to obtain a fair sampling from the 100,000 unemployed in these cities. The examinations were conducted by a group of specialists in psychology, vocational education, sociology, and medicine. Each person was put through a battery of tests designed to measure his physical condition, mental attitudes, social background, and vocational aptitudes. The results of the tests were reviewed in a staff conference and a decision reached as to the type of re-training or other types of rehabilitation needed to fit the individual for productive work. The clinics for the examination of the unemployed were closed in June, 1932, in order to enable the staff to examine a comparable sampling of individuals who have been continuously employed throughout the depression. Tests of these "control" groups have furnished standards for comparison.

The staff on this project had the cooperation of the Division of Rehabilitation of the Physically Handicapped of the State Department of Education and of the public schools in the three cities. Already the results of the experiment are taking tangible form in the practices of state and municipal departments

and in the several vocational schools. Furthermore, the personnel departments of a number of the business concerns have introduced the testing methods developed in the experiment in the selection and training of their employees.

The experiments in public employment offices were made possible by a grant from the Spelman Fund. It was the aim of these experiments to attempt to demonstrate how free public employment agencies might be made to serve the community as a unified system of labor clearance. In order to accomplish this result, it was essential to introduce into the offices the techniques for the individual diagnosis of aptitudes and special qualifications of applicants for jobs as developed in the second project. The public employment offices served as the agency through which the techniques which had been tested in the other two projects were made effective in the employment of individuals in the state.

SPEAKING before the Land Grant College Association, Mr. E. B. Roberts, of the Westinghouse Electric and Manufacturing Company, presented a significant aspect of the very acute problem facing both the technical college and the man being graduated from that college.

The decade, 1920 to 1930, saw the trend to engineering, apparent in the two preceding decades, intensified to the point where engineering became the largest special field of study. Less than fifty thousand students of engineering in 1920 were replaced by more than seventy-five thousand by 1930. Electrical engineering led the increase. All this was in response to the characteristics of the times, one manifestation of which was the loud voice of industry demanding more and more technically trained men.

The engineering schools made heroic efforts to adjust themselves to the demands thrust upon them and at the same time to maintain standards under such trying conditions. As a result of that effort we see ten thousand graduates of 1933, piled upon ten thousand of 1932, not yet employed, and these upon an even larger number of graduates from earlier years, offering the service they are well prepared to render, with few takers.

One of the social trends which bears some significance to this problem is the decreasing rate of population growth. Accord-

ing to the report of President Hoover's Committee on Recent Social Trends, there seems to be evidence that within the century our population will settle down to a figure between 150,000,000 and 160,000,000 with no shift of the population center.

Another population factor, more favorable to youth is the age characteristic. In 1850, youth was abundant, and age was scarce. Now this is reversed: youth is scarce and maturity abundant. While the instantaneous view reveals many young men unemployed, nevertheless, it is true that scarcity makes for a premium, and plenty for a discount. The relative number of youths in the population has been halved since 1850, and, in another twenty years, will be halved again. This is an example of the transient condition of oversupply, tending to obscure an inevitable reverse condition. As pointed out by Mr. Roberts, it is decidedly a factor on the bright side, so far as the placement of graduates is concerned.

Mr. Roberts' conclusions on the opportunity for the technical graduate are appended with the special purpose, in so far as the present issue of the *BULLETIN* is concerned, of calling attention to the notable recognition given to the need for cultural values and quick adaptability on the part of the engineer of the future.

These conclusions are:

1. We have passed in our national history from a period of exploitation, speculation, and development into a level period of operation in which fewer engineers will be needed.

2. Superior ability and training will be demanded for success, not only in the field of engineering operations which will demand the services of the greater number, but especially on the part of the relatively smaller group that will continue to push engineering research and design into yet unexplored fields. As the temporary strain of numbers is relieved, quality must receive the emphasis.

3. Quick adaptability to productive work will be rewarded. No longer dare the graduate be advised to drift about for five or more years. These are years no longer available for experiment. His big stake, if he is to win, must come before age forty. Productive life will end earlier than in the past: sixty may see him retired.

4. Under the new conditions post-graduate training will flourish, but much of it will be in industry and as a part of the job, but with the cooperation of the schools. Curiously,

this graduate education will not all be vocational or professional, but it will exhibit aspects of broad culture seeking to develop independence of personality, and creative thought—looking toward a worth-while life after retirement. Curiously, too, industry will foster and develop this side of post-school training along with the vocational.

5. Finally, and more immediately important, engineering teachers must recognize new fields for these graduates. Hitherto, the very immensity of the rich fields of research and design, that lay so near at hand, have caused adjacent acres to lie uncultivated and neglected. That the graduates themselves are pioneering the way is already apparent in the occupational shift to commerce and distribution. It must be significant that the few recent graduates who have found technical work are not in research and design, but in manufacturing and selling. Let faculties and students reflect that there are other engineering functions besides the creation of material things and dealing in the abstract features of science. For years industry has offered the thesis that ability to perceive a possibility of a new application for an engineering product and the negotiation of its use, calls for as high an order of ability and training as does the design and manufacture of the products in the first place. But it has been met with the retort, "He is too good a man to be wasted on sales." This must pass away, and the function of negotiation, arbitration, and interpretation be placed with design, research, and process as broad fields of endeavor for engineers of the future. It is only through the recognition of this outlet for engineering training, and the preparation of programs of teaching for it with the same conspicuous care and judgment that was put on building men for the technical fields, that the engineers of the future will be saved. But, if done, as it may be, perhaps through time society itself may be saved.

A continuation of the discussion under this section, dealing with various types of undergraduate employment, will be found in the December BULLETIN.

GUIDE-POSTS TO GOOD TEACHING

FINDING THE TRAIL

IDEAL teaching results only if the teacher himself, first of all, wills effectively to become the best teacher, in every respect, that it is possible for him to be; and if, unto the effective willing, there is added the reenforcement of a thoroughly responsive educational environment.—*Ernest H. Wilkins, Oberlin College.*

FOR THE college teacher, the phrase "Christian character" includes as component elements, knowledge within the expanding field, ability to teach, dynamic personality, a sense of social responsibility, provocative capacity.

JOHAN CORWIN HUTCHINSON of the University of Minnesota has recently died. For forty-one years he guided students through Greek, Latin and mathematics. It made little difference what subjects he taught. The students were taking "Hutchie." One of America's great teachers.

CONSTANCE WARREN, the President of Sarah Lawrence College, reported in the April-May issue of *Progressive Education* on the experiment that institution is conducting to make college education "self-education." Professor Madeleine P. Grant presents in this issue of the *BULLETIN* a concrete illustration of the program. More and more educators are stimulated by the conviction that thorough education, even on the college level, is from within and not from without.

ILLINOIS WESLEYAN UNIVERSITY enjoyed during 1933-34 one of the most unusual years in its history. Two years ago in an effort to coordinate the college preparatory work in the high schools with the orientation work in the college, the college called the High School Principals-College Professors' Discussion Conference, which was the first held in that section of the state. As a direct result of that conference many changes in policy were instituted at the college and many suggestions made by the professors to the high-school principals were of the greatest use to them in the arrangement of their college preparatory curric-

ula. The next year and the year just closed saw a continuation of the same policy; early in 1933-34 a very profitable discussion was had on different methods of teaching as practiced in high schools and colleges.

"THE HUMANITIES" course at Scripps College has three purposes: to give a general outline of the main drift of occidental civilization; to present its chief activities as all coordinated in a single progressive pattern; to ground the student in detecting the process of cause and effect in human affairs, always regarding her own time as in part the product of past time. The development of beliefs is given equal stress, in this course, with the development of physical conditions. Three strands of thought are interwoven with a view to producing a sense of the unity of human life; the progress of public affairs, the aspects of society as formulated in literature, the arts, especially music and architecture, as social expressions.

Committees of instructors arrange the work of each year. They are reinforced by special lecturers who present special topics. The committee draws up a carefully articulated program in which all the topics presented are logically placed. Every effort is made to get rid of the idea of "departmentalization" and to treat the underlying subject as a whole. If the professor of geography is called upon for a review of sixteenth century trade routes, he fits this lecture into the general assumption that commerce was a prime factor of the Renaissance.

Instruction is effected both by lectures and by conferences. In each year the class as a whole has three lectures a week, and is also regrouped in "conference sections" with the result that each member has three conferences every week. The general aim of the "Humanities," while partly factual, is still more analytical: an endeavor to give the student a firm basis and a sure habit in grasping the interdependence of past and present. The course occupies two fifths of the student's time and runs through three years.

A NEW approach to language study is in the process of development at Drury College. Mr. Lambert Orton, Professor of Modern Languages, is working out a technique in linguistic pedagogy involving the use of song. Convinced that singing

aids in fixing the words firmly in the mind and improves pronunciation, Mr. Orton has recently organized a choir of forty voices at Drury. Songs of four and eight part arrangements are memorized and used for public performance. Membership is limited to students of French capable of singing and identifying easy melodies.

This venture has stimulated an unusual amount of interest in French. Furthermore, the students take their language study far more seriously under the new plan; singing gives them a new challenge. So gratifying have been the results that Mr. Orton has undertaken an experiment to determine "The Maximum Practical Value of Singing in the Teaching of French."

At the opening of the fall semester, two classes were organized in elementary French; in one, the French song containing common words of average frequency is being used approximately five minutes of each recitation period, while in the other, there is no singing. The same grammar and reading material is used in both classes. At the end of given periods, examinations will be given and the results compared. Professor Orton contends that words and phrases learned in connection with a melody require less effort and are retained longer than the memorized vocabulary of a story. This plan is intended to take the "hack work" out of language study and put in its place a stimulating element of artistic and cultural worth.

All of which reminds many oldtimers of less refined methods of coordination in use in some elementary schools many years ago.

OWEN D. YOUNG in a recent Commencement address propounded the following questions which teachers might ask themselves to determine the quality and extent of their capacity to teach:

(1) Have you acquired culture, as distinguished from information, and have you the gift of making it so all persuasive and attractive that your students will absorb it too?

(2) Are you interested in what is going on in the world, day by day, not only in the appraisal of ideas, but of emotions, and are you able to create a similar taste and ability to value in others?

(3) Have you the gift, not only to excite thought, but to inspire its expression, both orally and in writing?

(4) Are you just, or are you biased in your decisions, for in that lies the confidence of the student and the trusting relaxation which is so essential to his absorption?

(5) Have you the necessary information to teach your subject, and are you skilled in method?

Information and methods are put last for they respectively are the raw materials and the tools out of which are fashioned the outward form of a teacher's product. Its quality and enlivening spirit will be determined by the more important things listed first.

DEAN R. W. OGAN of Muskingum College writes frankly of the College aim and of the practical steps in its achievement:

We at Muskingum mean to face squarely the fact that the church affiliation of our college, or our general profession of the Christian idealism will not properly entitle us to a place in the sun, worthy as the two features may be. We are systematically studying our problems through the friendly, cooperative, and sustained efforts of faculty, students and board members. We hope this study will enable us to make our general objectives functional or significant in the life of our students and faculty.

Our faculty has voted to publish a volume, *Muskingum College Service Studies in Higher Education*, next year. We hope that this will be a helpful contribution and at least we are finding the adventure of preparing it stimulating and challenging to us.

The policy of Muskingum College is to encourage productive scholarship in the faculty. We believe teachers who are growing personalities have more to contribute as teachers and as citizens. The College plans to publish occasional studies, and opened its series with No. 1, *The New Deal Interpreted*, by Professors Chambers and McGuire, in June, 1934.

William Rainey Harper and William Oxley Thompson are stars of the first magnitude in the Muskingum College firmament. In any list of great American state university presidents and great American independent university presidents, these two names will be found. Perhaps as youths they were geniuses becoming and would have arrived whatever college they might have attended. As Aristotle was so fond of saying, they were impelled by "good demons."

The Muskingum College of the present day is certainly not leaving it all to the demons. The present administration is able to show that 65 per cent of the freshman women of the last academic year ranked above the median state norm established by the Ohio College Association and that the freshman men are also, measured by such terms, a superior group. Last year's freshman group are no more select than were the previous four or five freshman classes.

On the side of the faculty, emphasis is being placed by the administration, not only on scholarship and teaching ability, but also on faculty growth. So significant is this factor of personal growth in identifying a dynamic and stimulating teacher, that detailed evidence is submitted by the institution.

In the last three years five faculty members have received the Ph.D. degree, and twenty of the forty-five faculty members have extended their education by graduate study. In 1933, nine faculty members studied in graduate schools despite the distress of a financial stringency unparalleled in the last quarter century of Muskingum's history. More and more the Muskingum faculty is becoming known for productive scholarship. In 1930-1931, two persons in a faculty of fifty published a total of three articles in scholarly or professional magazines. During the past school year, twelve persons in a faculty of forty-five published or had accepted for publication a total of twenty-five such magazine articles. A recent canvass of the faculty showed that twenty-one faculty members had a total of thirty-four studies under way. All these studies have to do with the educational effectiveness of faculty and administrative efforts at Muskingum. In this same canvass of the faculty eighteen persons reported twenty-seven studies in progress which related to the subject matter field of the professor.

In 1930-31 seven faculty members were invited to read papers before some professional or scholarly group; last year, seventeen faculty members read twenty-four papers. Other faculty members have participated in college surveys or inspections, legislative activities, service in regional educational associations, and in other forms of state or community service.

The determined policy at Muskingum is to maintain teaching loads at a level which makes possible teaching, experimentation,

participation in student guidance, off-campus contributions and the like.

In a recent *Faculty News Bulletin* which is issued frequently by Dean Ogan, specific statements of objectives were made by a member of the class of 1934 for English composition and by members of the staff for written composition, speech, social science, Bible 101, geography 221, biology, and elementary statistics 401. Not only are these statements of objectives inherently useful and stimulating, but the introduction of such a process of intellectual discrimination on the part of staff members into the educational procedure, indicates within itself a type of vitality too seldom realized in a college faculty.

Finally, the most significant element in the procedure is the temper itself of the faculty and administration. Some would say, "Oh, it is the business of teachers to teach and administrators to administer. Aren't the methods of Socrates and of Jesus good enough?" But the Muskingum officers and faculty accept their professional opportunity as a compelling challenge and do not consider it a nuisance to be seeking helpful, stimulating methods to carry out clearly defined purposes. Perhaps all this is in line with what the North Central Association of Colleges and Secondary Schools now has in mind.

PRESIDENT ROBERT M. HUTCHINS, speaking at the 176th Convocation of the University of Chicago, announced the renunciation of the collegiate point of view by the University as a factor in the promotion of scholarly and professional work and the diffusion of a scholarly and professional atmosphere. This situation comes about because of the University's determination to classify its organization and reconcile the conflicting interests of education and research. President Hutchins said the objective of the University for the advancement of knowledge is no necessary part of the University's obligation to disseminate knowledge. A university may be a university without doing any teaching. It cannot be one without doing any research. The problems of education are so immediate and far reaching, the limitations of time and money are so serious, the demands of research are so great, that any university might well shrink from the task of straightening out American education and confine it-

self to research. The decision of the Social Science Division and of most of the professional schools to reduce the time of formal instruction from twelve to eight weeks a quarter, is an obvious attempt to release the energies of the University of Chicago for the advancement of knowledge. The plan was announced, gradually and experimentally to establish in the divisions and the professional schools and in some cases between them, research institutes without teaching obligations of any kind. The students admitted to these institutes would act as research assistants and secure training as apprentices. Departmental lines would be eliminated.

That there is an admixture here of fact and prophecy seems to follow from the announcement that the objectives which have been held in mind continually since the reorganization of the University began in 1930, are still in force, namely, in ascending order of importance: first, to do a good job of teaching the University's own students; second, to provide some leadership for American education; and third, to advance knowledge.

The University of Chicago becomes the first major American institution of higher education to admit any student who can demonstrate ability to profit by university opportunities to do so without having to meet requirements for a degree or otherwise become entangled in academic red tape. The statement of policy adopted by the Senate was as follows:

Students, qualified for admission to the University, who are interested in further study but do not desire to register as candidates for a degree, shall be admitted as students-at-large in the University and be given the privilege of attending lecture courses and of using the library and such other facilities of the University as the appropriate dean and the instructor may recommend.

The students at large will have great freedom to follow their intellectual interests, but the University educators believe that any individual sufficiently interested in obtaining an education to study in this classification will make exceptional use of the opportunities.

At the June Convocation, 1,878 degrees were granted, among which was one to a thirty-seven year old war veteran, married and with two children, who had completed the requirements for the Bachelor of Arts degree in two years. Thirteen other stu-

dents received the baccalaureate degree at the end of three years of undergraduate study.

Five hundred and thirty University of Chicago students were introduced to the "open book" type of examination in which they were permitted to refer to their lecture notes, texts and any other references during three hours of the test. The examination covered the first year general course in the Humanities, surveying the fields of philosophy, history, religion, art and literature. A typical question is appended, for students of examination methods:

One of the most significant political movements of modern times has been the rise of nationalism. Language, religion, "natural" geographical boundaries, government, a common historical tradition, are all factors which have affected the growth of nationalism. Yet none of these factors is necessary, none in itself sufficiently important to explain the growth of nationalism. Give one example of a case where: (1) a common language has not united all its speakers into a single national state; (2) a national state has been formed without a language common to all its citizens; (3) a religion has remained international in character; (4) a nationality has been achieved without a national religion; (5) a national state has been formed without "natural" geographical boundaries; (6) a region of a size conformable to the needs of a national state and with definite "natural" boundaries has not become a single national state; (7) a movement among peoples under various governments finally achieved a common national state; (8) a number of peoples under a single government have failed to achieve a desired national state; (9) a government which has given considerable national rights to subject groups without relinquishing supervision.

PRESIDENT ROBERT GORDON SPROUL explained in a public address recently the underlying reasons for the innovation by which, as a means of developing initiative among its students and of introducing further economy in higher education, the University of California now offers credit to regularly enrolled undergraduate students who desire to study independently, without classroom instruction. He said: "Approaching the matter of cost of instruction from quite a different angle, we are asking if our machinery is not needlessly cumbersome and vexatious. Are not American colleges and universities so

anxious that their students 'get an education' that they leave little to their discretion in choice of courses or in method of study? Why not encourage students to learn some things for themselves and permit credit by examination on the basis of independent study? Certainly, not every subject needs to be learned in the classroom. Such a plan, desirable from the standpoint of effecting economies and of the highest importance educationally, is now being outlined at the University of California. I am convinced that if we will only throw responsibility upon students many a one who today is merely passive will be aroused to intellectual life."

THE YEAR 1934 has forwarded with amazing strength a national trend towards comprehensive examination of all graduating students. In nearly 150 of the nation's colleges mere accumulation of credit, mere passing of unrelated courses no longer suffices for an A.B.

The chart tracing the growth of use of comprehensive examinations in the United States shows the curious yet natural effect of depression. In 1910 there were but five colleges experimenting with this system adapted from that of Oxford and Cambridge. And of these five, three used it for honors students. By 1930 there were 99 and of these 67 tested only honors students, more than doubling the 32 which examined all graduates comprehensively. The pre-depression emphasis upon isolated specialization was obvious. For comprehensive examinations of honors students usually covered merely the specific field in which each candidate had selected his major.

The 1934 figures reverse that emphasis completely. A total of 147 colleges now employ the English system. But use for honors students has climbed only five, while use for all graduates has more than doubled to 75. Which suggests that an increasing number of our advanced schools are no longer content with conferring the A.B. accolade for knowledge of a restricted field, but require further an ability to integrate that knowledge with the general area of education, to focus it against a background of wide human endeavor.—*The New Haven Journal Courier*.

THE CRITICAL condition of American and world society makes imperative social science instruction in the schools of the

nation that is marked by scholarship, courage and vision. If this challenge is to be met successfully, faith must be placed primarily not in more luxuriously appointed school buildings or in refinements of the material and mechanical aspects of administration and supervision—important though these may be—but in the increase of the competence and spiritual power of the individual teacher.

The problem is three-fold: the selection of gifted young men and women for the profession, the organization of a program of training commensurate with the purpose of social science instruction and the provision of conditions of work which will encourage the fullest development of the personal and professional powers of the teacher.

Until the work of teaching is made more challenging, inspiring and attractive, it will tend to draw persons of mediocre mentality; but until it does succeed in drawing a larger number of capable minds it will tend to lack challenge, inspiration and attractiveness. The more gifted can be drawn into service only by improving the conditions and rewards of work and by making the work worthy of the highest qualities of mind and character potential in humanity.

For the improvement of teacher training the following are proposed: (a) A drastic curtailment in the number of courses—often thin, arid and duplicating—offered in the principles and methods of education; (b) an insistence that persons engaged in training teachers in various branches of learning shall, first of all, be competent scholars in these fields; (c) the abandonment of the conception of a distinct 'science of education' and the reunion of education with the great streams of human knowledge, thought and aspiration—empirical, ethical and aesthetic.—*Report of the Social Studies Commission, American Historical Association, 1934.*

THE MAJOR purpose of an investigation* recently completed was to secure, if possible, through administrative eyes, a series

* *The Effective and the Ineffective College Teacher.* Anna Y. Reed, School of Education, New York University, Director, in collaboration with Frank P. McGuire, William A. Thomson and Harriett van der Vate. The publication has been subsidized by the Carnegie Corporation of New York and the National Personnel Service, Inc. (To be published January, 1935, American Book Company).

of pictures depicting, in his professional environment, the evolution of the typical effective and ineffective instructor as he practices his profession in the liberal arts and teachers colleges of the country. It was hoped that some dominant characteristics which differentiated each segregated type of instructor from the average of his colleagues would be revealed. And, *magistro volente*, a bird's-eye view of the mass mind of the college administrator as he copes with the responsibilities involved in selecting, evaluating and improving his teaching staff, was anticipated.

Administrative officers representing 291 arts colleges, 240 of which are members of the Association of American Colleges, and 115 teachers colleges and normal schools, all of which are members of the American Association of Teachers Colleges, graciously agreed to furnish data for carrying forward the project. Characterizations of 680 outstandingly good and 123 ineffective or rusty arts college instructors are, to the extent possible, compared with the total faculties (approximately 18,000 members) to which they belong, with one another and with similarly selected groups of teachers college instructors.

The typical arts college faculty, as the typical administrator sees it, comprises 90 per cent border-line, fair, good and exceptionally good teachers and 10 per cent rusty, ineffective or undesirable teachers. The 680 effective teachers are included among the former and the 123 ineffective among the latter. This latter group also burdens the presidential mind much more heavily than does the novitiate on his faculty. Unmistakable earmarks of approaching ineffectiveness among certain of the now passable 90 per cent are visible to the naked administrative eye. Incipient ineffectiveness, it is thought, may be partially anticipated and checked. Some methods of accomplishing such an objective are suggested. However, there is believed to be slight chance of regeneration once full-fledged rustiness has been attained.

A rather clear-cut picture of the type of prospective faculty member who makes the strongest appeal to the arts college administrator has been drawn. He is thought to be well-endowed with *general scholarship*, *inspirational power* and *social culture*. He bears the earmarks of *potential teaching efficiency* and of *specialization* in some chosen field of knowledge. Higher degrees

are relegated to the background of the picture. Secondary school experience fades out of the picture.

Once the novitiate is on the job, if he be living up to his pre-employment promise and vindicating the judgment of his superior, he will daily exemplify *ability to stimulate intellectual curiosity in students*, demonstrate a *sympathetic attitude toward students*, exhibit both a *wide range of general scholarship* and *broad knowledge of subject taught*. Evidences of *social culture* will not be lacking.

As the scenes change and the picture unfolds, objective data relative to age, sex, degree achievement, lapse of time between various degrees, institutions from which degrees have been received, and the like, supplement the subjective data afforded by administrative opinion.

The final scene pictures the *status quo* of the typical effective and ineffective instructor. It portrays the representative administrative mind reviewing its own achievements in terms of faculty building and taking stock of its immediately available assets and liabilities in terms of functioning instructional facilities.

The study invites criticism both in its method and content. The investigators and the contributors would be the first to recognize and admit the validity of such criticisms. Those who find no constructive possibilities in data secured by the questionnaire method, those who have no confidence in the ability of college presidents to pass judgment on teaching achievements, those who draw fine distinctions between such terminologies as personality, personal characteristics, personal qualities, personal traits, and the like, and others whose standards forbid endorsement of the type of data used, the sources from which it has been secured and the techniques by which it has been interpreted and presented, will reject the results as worthless.

It is hoped, however, that with all its admitted deficiencies, the study will provoke thought and constructive action as well as criticism. It is believed that the results as presented afford the basis for constructive discussion not only among college administrators but among college faculties, prospective college teachers and such graduate schools and schools of education as maintain faculties concerned with the preparation of college teachers.

The returns on the present study should be supplemented by other studies. Leadership in one or more might be assumed by that large group of college presidents whose intelligent, generous and carefully considered responses have made possible the present study.—*Anna Y. Reed, New York University.*

WALTER LIPPMANN in his address to the graduating class at the University of Michigan said: "I was graduated from college four years before the outbreak of the World War. No one told me—because no one knew—that I should spend my life in the midst of war and the consequences of war. Nobody today can say what will be the problems ten or fifteen years hence. There are no books of prophecy in which one can read what the future has in store for them. That is why it is necessary to educate men. If we knew just what is going to happen, if all the problems and all the solutions were known, men could get along very nicely by being drilled and told just how to act. But because we do not know the answers, we have to develop in men their capacities for dealing with the unfamiliar and the unforeseen and the unexpected. That is education in the modern meaning of the art. . . .

"My generation is struggling with the problem of making practical knowledge enlightened and of making theoretical knowledge practical. . . .

"I do not say that the day is over when a man can achieve great success by specializing in some field and attending strictly to one job. On the contrary, it is certain that to be effective and to be independent a man must be able to do a particular job well. But I do say that the highest satisfaction will be reserved for those who, as an old teacher of mine used to say, know that the world is round and know it all the time, who can see what is under the hood of the engine and why it runs, and where the road leads beyond the next mountain range—who, starting with their job, can see the whole plant, can see the plant in the whole industry, can see the industry in the national economy, and the national economy in the world."

COLLEGE AND UNIVERSITY TEACHING

LEARNING *vs.* TEACHING

ALBERT BRITT
PRESIDENT OF KNOX COLLEGE

IN THAT secret diary which every man dreams of writing and leaving to be published for the enlightenment of posterity, I have in fancy inscribed a phrase as the summing up of my conclusions on education: "There is no such thing as teaching—there is only learning." If we really believed this and set out to test our institutions by such a phrase, what would we find and what would we do to it?

It is a pleasant speculation. To begin with those things which are perhaps of less importance except as they have symptomatic value, we would find that the system of semester hour records is of even less value than the average individual's petty cash account. President Hutchins' pungent comment on the use of an adding machine to discover when a man is educated would become even more sardonic than is now the case. We would probably discover that our present system of letter grades requiring us to measure the exact difference between an A and a B, or a B and a C, over a period of four months through all the variations of blue Mondays, gray Tuesdays, and those unhappy Wednesdays that come when we realize that the week is only half finished, is placing upon us a task of discrimination that is impossible and for the most part useless, even if possible.

We might realize that in the light of learning rather than teaching there are only three kinds of students; the real ones, few in number but a delight to the soul; the run of the mine, large in number but about whom little can be said except that they are satisfactory, and the failures, of whom the less said the better. There are these three classes and not all the letters in the alphabet entered on Registrar's records will increase the number.

What will the realization that there is no teaching, only learning, do to our general method? Every college president, I suppose, looks about him frequently for signs and portents; perhaps occasionally for consolation, although there is precious little of that to be found in these days. There are, however, certain

types of symptoms that I think are worth looking for and weighing when found as indications that the process of learning is under way.

Superficially speaking, an increasing use of the library is helpful. To be sure you may be deceiving yourself and may discover on closer analysis that more members of the faculty are adding more books to more lists of required reading, to the possible end that they may do less work themselves. But in general it may be written down in that same secret diary that a student who escapes from college without having acquired at least the general habit of reading books that are worth reading has also succeeded in avoiding an education.

If in your furtive examination of your campus you discover an increasing number of and interest in open forums or similar meetings in which students and faculty participate freely and with some intelligence, you may be of good cheer. Students who attend such meetings and still more, students who ask questions in such meetings have at least that desire for learning which is the beginning of all understanding.

Similarly, a seminar in a department, if it is really a seminar and not a disguised lecture course by some member of the faculty who wishes to develop the material for a new book in his own specialty, is a sign usually of that personal and friendly participation in an intellectual process that comes under the general head of learning.

The present writer welcomes suggestions of a free reading period, not as an imitation of that well-known institution in Cambridge, but as an indication that a member of the faculty is honestly seeking to discover what will happen when he says to his students, "Go on out now and learn something and come back and tell me about it." These are all encouraging signs. There are others.

Perhaps it is advisable in these days to be in the fashion and to end on a somewhat depressing note. If such an effect is desired, it might be suggested that the college president make a careful study of the examination papers offered by his faculty each semester. He will find still far too many of the old type suggesting the process of forced feeding for four months, with an induced process of regurgitation at the end of the period. If

he finds much of this still in vogue, he may be sure that his campus has not yet seen even the first serious intimations of a genuine educational process.

THE TUTORIAL READING COURSE PLAN AT SOUTHWESTERN

PRESIDENT CHARLES F. DIEHL

WHY do Southwestern students read more than twice as many books as do students on an average in the best colleges in this country—and like it?

There are several reasons. One reason is that Southwestern has an excellent library which has been built up with great care during the past ten years, a library which has been practically doubled during the past four years, a library which is "alive," and has in it books of value which appeal to the interest of the student. Another reason is that the members of the faculty of Southwestern are scholarly and alert, that they have selected the books in their various fields, that they are progressive in their methods and realize that the library is the heart of the institution. Still another reason is the inauguration three years ago of the Tutorial Reading Course plan, which, as in the case of Harvard, the only other institution in this country of which we know that pursues this plan, has revolutionized the teaching and methods of study in the institution.

Mr. Newton D. Baker, writing about these courses at Southwestern, remarked that they would "give the students the experience of having acquired a subject rather than taken a course. In addition to this, and more important, the students will each have had an intimate contact with a professor. This to me is more than knowledge. Personality is a greater teacher than a blackboard." In introducing this new plan, both Southwestern and Harvard have taken a leaf out of the Oxford notebook, and have adapted to American conditions the best features of Old World education as carried on at Oxford and Cambridge.

IMPORTANCE OF LIBRARY

We have made considerable progress, and the recognition of the value of the library has in more recent years come into its

own. As a result, there have been great changes in methods of college teaching.

A comparison of the library circulation record at Southwestern has been made, based upon statistics found in the *College and Reference Library Yearbook No. 3*, statistics compiled from the libraries of twenty-one outstanding colleges of liberal arts and sciences. In the number of volumes loaned per student, Southwestern ranks with the best. The number of volumes loaned per student (1929-30) by libraries of institutions with enrolment under 1000 was shown by this record to be as follows:

Bryn Mawr	74	Wesleyan	27.2
Amherst	44	Grinnell	23.3
Middlebury	34.8	Beloit	22.8
Lawrence	31.9	Bowdoin	20.4
Mills	31.5	Williams	14.8
Knox	11.5		

The average for the twenty-one colleges was 24.2 volumes per student, while at Southwestern the circulation for that year was 41.3 volumes per student. For the year 1931-32, when the Tutorial Reading Course plan was first introduced, the circulation record for Southwestern jumped to 75.59 volumes per student. The second year of this plan, 1932-33, showed a circulation record of 73.46 volumes per student, and last year the record was 74.76 volumes per student. There has been a similar increase in the use of reference books in the library.

It will be seen from the above figures that the students at Southwestern, even before the introduction of the Tutorial Reading Course plan, read many more books than did the average student at some of the best colleges in the country, but when the new plan was launched the circulation record of Southwestern increased by leaps and bounds. This is only one of the many good effects of the new system.

THE POLICY OF SOUTHWESTERN

The educational policy of Southwestern is somewhat unique in that it lays the emphasis upon quality. The ideals of genuineness and excellence are the warp and woof of its fabric. It strives for the best, has a passion for honesty, a hatred of all

that is shoddy, and cares not at all for mere size or show. It seeks to be a college of such exceptional merit that it will arrest the attention of the discriminating, and be a conclusive answer to those who cast the slur of "mediocrity" at all the institutions of the South.

To this end the faculty has been selected with great care, both for personal qualities and for genuine scholarship. Likewise, splendid equipment was provided, so that in classrooms, library, and laboratories the students have the best tools with which to work. The student is the center of interest. It is for him that the institution is built and maintained, and the welfare of the individual student is the first consideration. The business of the college, it was recognized, is to develop personalities, personalities which are equipped to participate fully in life and to make large contributions to life. Whatever contributed to that end was to be secured or adopted. Cost was not the first consideration. Human values were regarded as primary.

In consequence, the freshmen whose needs are perhaps greatest, were not to be turned over to immature instructors or cheap assistants, but they were to come under the tutelage of the best men obtainable, as, indeed, do all the students at Southwestern. Of the twenty-seven teachers on the faculty, twenty hold the Ph.D. degree from well recognized graduate schools, and the others have had the equivalent in training at the leading universities in this country and abroad. There are eight graduates of Oxford University on the faculty. No one holds a teaching position at Southwestern who has not had at least three years of graduate work. The curriculum of Southwestern has been conservative. Only such work as would be of permanent value to the student has been offered, and only such courses are given as the members of the faculty are thoroughly prepared to offer.

It is with this sort of background, with an excellent library, and with the presence on the faculty of such a large proportion of men who had been trained at Oxford University, and who were, therefore, familiar with its tutorial plan of individual conference and instruction, that there was launched the new system which is little short of revolutionary, which imposes a tremendous additional burden on the faculty, but which is of inestimable advantage to the student.

THE TUTORIAL READING COURSE PLAN

For the sophomores the new plan offered, in addition to the regular curriculum, tutorial work with one of the professors each semester. The student has the right to choose at least two out of six of the greater fields of human culture in which he will read, and he meets weekly with his professor for individual conference, discussion, report or direction. By this method a student should be able to discover his interests and talents, and to receive a stimulus which the more formal instruction of a classroom can never provide. The professor, too, can offer criticism and assistance which would be difficult, and perhaps embarrassing, in the classroom. Thus there are combined, on the one hand, the two great elements of initiative and freedom, and, on the other, of helpful and professional criticism. This system trains a student in the use of the library as contrasted with work limited largely to textbooks.

For juniors and seniors the student substitutes for one of the usual class courses nine hours of reading a week in the field of his choice under the personal direction of his professor. His work now is more intensive, and requires more time and effort. He has the opportunity of pursuing his chief interest as far as his desire or capacity leads him, and he again has the benefit of a weekly individual conference with his professor.

THE ADVANTAGES OF THE PLAN

(a) No student need be disappointed by failing to get the courses in which he is most interested. It often occurs that, because of the relatively small demand for certain courses, they are not offered. By this method such courses are now not only provided, but they are provided for in a form that gives the maximum results for a given amount of effort.

(b) The student is released from some routine work, and given an opportunity to show what sort of stuff he has in him. Routine work is invaluable in giving him training in systematic methods, but it also has the disadvantage of forcing all minds into uniform channels. This plan substitutes creative work for what is often mere drudgery. The joy of achievement and intellectual mastery, the growth of the spirit of genuine scholarship is given a greater chance for development.

(c) The student has the great benefit of the undivided attention of the professor. This plan is probably the only one in which the adviser system is effective. We would not advocate the tutorial system by itself, for the reason that it lacks the stimulus of the socialized instruction which the classroom offers, yet we believe that as a factor in education nothing can take its place. It is truly said that "all education is self-education," but the highest form of such self-education is due to the stimulus of another mind. Some one has said, "The most famous school in the world had one teacher and one pupil. That teacher was Plato, and that pupil was Aristotle." This may not be literally true, but it is close enough to the facts to warn us against the greatest dangers of mass education. The college, which is charged with the responsibility of developing personalities, should deal with its students as individuals. Mass education is ill-adapted to produce the highest type of personalities. Mass education is better than none, but it is far from being good enough. The touch of the *individual* teacher is the most potent educational force.

(d) This plan allows the highly gifted pupil and the undeveloped mind certain privileges which ordinary methods prohibit. The quick and eager mind will not run the risk of losing interest by being held back by the moderate pace of the average student, and the slow, methodical mind is able to fill in the broken and half understood gaps in his instruction. The idea here is not "assignments"—a heavy load to some and child's play to others, but honest work within reach of all. It is individual work, self-selected work, but not haphazard, unsystematic browsing. The plan is not so much a system as it is the humanizing and liberalizing of the student's work. In general, we may say that the advantages of this plan for the conscientious student, whether he is brilliant or slow, are incalculable.

THE COST OF THE PLAN

College tutoring in this country costs from \$2.00 to \$3.00 an hour, and upwards. If such instruction as Southwestern offers to its students was requested and paid for, it would cost on an average \$100.00 a year extra per student. However, the College does not make any additional charge for this unusual service.

The Carnegie Corporation, by a generous grant, together with the sacrificial cooperation of the members of the faculty, have made possible this far-reaching educational venture. By agreeing to concentrate their research work into fewer hours and alternating certain classes, at the cost of their professional ambitions to build up their departments, the members of the faculty willingly consented, in the interest of the welfare of the individual student, to the tremendous responsibility entailed by the expansion of their own fields and by the personal conferences with the students. As a matter of fact, the members of the faculty of Southwestern are carrying about twice the normal teaching load. However, they felt that getting results in the minds and lives of the students was worth the sacrifice. They knew also that such sacrifice would lift Southwestern to the very forefront of American colleges.

THE RESULTS OF THE PLAN

About forty new courses not heretofore listed in the catalogue are chosen annually by juniors and seniors in accordance with their interests, and these courses are given by men thoroughly qualified for the work.

In spite of the fact that students have discovered that this plan is no substitute for work, they are enthusiastic about it, and very few seek exemption. All the students admit that they put in more time and expend more energy on the Reading Courses than on a classroom course; the vast majority of students find the Reading Courses more interesting and more valuable than any other course; and 61 per cent of the students desire an increase in the proportion of tutorial instruction.

It has stimulated interest, developed initiative, taken care of individual differences in the ability of students, and vitalized college work. It has met the needs of the student at the cultural level which he has already reached, and offers to him at that point the advantages which come ordinarily to the few who are enrolled for Honors. The student who has had the privilege of an experience with these Reading Courses will be more apt to consider his education begun rather than finished in college. Many ask for reading lists for further voluntary reading during the summer.

There has been developed a better relationship between faculty and students. The conventional barrier between professor and student has been broken down. They meet on equal terms, and friendly, personal relations are established.

There have been fewer failures; an increased air of seriousness pervades the campus; the average grades are higher; and a quickened spirit of scholarship has permeated the college.

An increased facility of expression has come to many able students, who, because of shyness, would have remained inarticulate in a classroom course, but who in the individual conference hour are compelled to express themselves.

Many have developed new interests. At the end of the first year of this plan, the sophomores listed forty-eight different interests that had been developed as a result of the Reading Courses, such as Greek Philosophy, Greek Drama, Comparative Religion, Medieval Latin, The Negro Question, Psycho-Analysis, World Peace, Social Betterment and many others.

This plan has been an aid in the matter of vocational guidance. Some, because of Reading Courses in the social sciences, have been led to choose social service as their vocation. Others have similarly been led to find themselves by means of other courses.

The papers of Honors students of the Class of 1934 were read and graded by outside examiners, outstanding men in their respective departments in well known universities, such as the University of Iowa, Vanderbilt University, Duke University, and the Southern Methodist University. Some of these men are Oxonians who are quite familiar with Honors Courses. The comments of the examiners make interesting reading. One remarked that he had read the papers "with admiration," which is a good deal for a professor to say about long examination papers. Another remarks "I think you expect too much from your student." Still another writes, "The papers are impressive in their fullness and range. Mr. ——— deserves congratulations for his work and your department 'highest honors' for the thoroughness of your regimen and the devotion that you so evidently inspire. I really enjoyed reading the papers, and feel that they clearly show your Honors Courses as being up to the best in the country."

Reporting on an examination in economics, another said, "In my opinion, ———'s work in the whole field of Money and

Banking would be a credit to any well-trained candidate on a preliminary examination for a Ph.D. degree." Another examiner wrote, "It has been a pleasure to see the fine papers I had. Your staff has a better teaching method than ours, and gets results far more distinguished from the standpoint of any impartial examiner."

THE MIDDLEBURY COLLEGE CHÂTEAU

S. A. FREEMAN

DEAN OF THE FRENCH SCHOOL

AS LONG ago as 1917, at Middlebury College, the idea was first conceived of organizing a dormitory for college undergraduates where only French should be spoken. The plan proved workable, and other colleges adopted it. There are now at least six French Houses in operation during the regular college year, beside several in summer sessions. They vary in size from the Château at Middlebury with forty-four students, and the "Ile de France" at New Jersey College for Women, with thirty-nine students, to the house opened at Wellesley in 1931 for eight students. Wheaton, the University of Wisconsin, and the University of Chicago have also had French dormitories for several years. The Maison Française at Columbia University is not a house for undergraduate residence, but rather a center of French culture and social life, with a library, and the apartment of the Visiting Professor at the University.

The "Château Français" at Middlebury College in Vermont may be taken as typical of the ideal and its practical operation. The present dormitory was built in 1925. Its architecture is inspired by the Pavillon Henri IV of the Château of Fontainebleau. It contains on the ground floors the classrooms and offices of the French Department, two salons for social gatherings, the library, and the dining-room. Upstairs are dormitory rooms for forty-four undergraduate women. Two native French professors reside in the house, and other members of the French faculty preside regularly at the dining-room tables. Graduate students and undergraduate men are also admitted to the privileges of the French dining-room, which will accommodate sixty persons.

The ideal and goal of the Château is to make the French language, and the culture which it represents, a living, active part of the intellectual equipment of every student in the house. Students pledge themselves to speak only French while they are inside the Château. Since each year more students apply for admission than can be accommodated, only those best able to comply with this rule are accepted; and continuance in the house is contingent upon its faithful observance. The larger number of residents are seniors and juniors, majoring in French, and preparing for the final comprehensive examinations which are given entirely in French, both oral and written. All the French classes are held in the building; the library provides reserved shelves for the courses and general reference works to supplement the main college library, as well as books of fiction and travel for occasional amusement reading.

It is evident that the exclusive use of French creates an artificial obstacle which constitutes the chief problem of a French house. It can be solved by making the daily life of each student so interesting and stimulating that the artificiality is forgotten. A laugh needs no translation in any language; and under the stimulus of a jolly gathering, the most timid student will often be quite unconscious that he is talking French, and better yet, thinking in French. Informal good-fellowship is therefore the keynote of the Château life. To this end, teas and soirées are held frequently, the Cercle Français organizes programs of games, music, and dramatic sketches. A picnic on the mountainside or at the lake-shore furnishes conversation material both before and after. The Christmas season brings the caroling excursion, February the sleigh-ride, and March the Mardi Gras festival with costume party and confetti battle. The French faculty, especially the two young French women in charge of the Château, share constantly in these good times and in the more informal gatherings of small groups, while leaving the organization as much as possible to the students. Specific problems in the use of French are handled in democratic fashion by discussion and vote. Students are allowed to study together in English other subjects in their curriculum like mathematics or biology, and they are allowed to receive callers in English three evenings a week. Student government committees attend to general discipline in the house.

The results achieved by the French House plan, at Middlebury and elsewhere, leave no doubt as to its value in an up-to-date method of teaching a foreign language. Not that every student becomes a fluent linguist after a few months of residence. Yet each year, among those graduating from the college are a dozen or more students who, without ever having seen France, speak the French language with ease and confidence, with a good pronunciation, and with a vocabulary adequate for their everyday life and thoughts. They have read the representative classic and modern French authors and have discussed them in French; they are acquainted with the geography, history, and civilization of France. From their study and their life in a French atmosphere they have absorbed the elements of a culture which will make them better citizens of America and of the world.

TEACHING BIOLOGY IN A PROGRESSIVE COLLEGE

MADELEINE P. GRANT

SARAH LAWRENCE COLLEGE

THE science faculty at Sarah Lawrence College have recently been trying to discover new roads to learning in their own fields. The plan which the instructors in biology followed included (1) a flexible selection of biological material for introductory work to meet the students' needs and interests, (2) special individual project work for the beginning student, (3) a non-laboratory, demonstration course for those whose interests lie outside the field of biology.

The first plan was the outgrowth of demands from students who expressed a wish to study the way the human body is made and the way it works. They made bold to claim that at present they were not interested in approaching such a study through the old route, namely, through studies of the amoeba, the sponge, the earthworm, and the grasshopper; they wished to begin directly with a study of the anatomy and physiology of man. The teachers, by no means forgetting the special value of the study of the evolution of animal forms, also recognized the peculiar opportunities for learning which cluster around active interests. For this reason, they have this year organized an introductory

course in biology with the first half of the year devoted to human biology, followed with a second term of work in comparative zoology.

Inasmuch as there are no required courses at Sarah Lawrence College, the group of twenty-four students who this year began work in zoology elected the course for some special, individual interest. The group began at once with studies of the human skeleton, dissections of muscles of the rabbit with comparative observations of their own superficial muscles, individual dissection of the viscera of some laboratory mammal, and microscopic studies of body tissues. Class discussions relating these laboratory studies to the way man functions as a living mechanism cleared up many strange, preconceived notions concerning the working of the human body, and brought forth lively discussion.

Discussions which grow out of student questions often provide the best possible opportunities to aid the student develop the habit of respecting evidence, and, in its absence, of suspending judgment. This training in the habit of scientific thinking is of first importance for the research worker, or for the student learning the art of living. The chances for such a training in science are undoubtedly increased if the subject is introduced to the student at those points where his interest and questions are already at work. It is the rare college student whose imagination is at once stimulated at the sight of an amoeba of whose existence he has been for seventeen years totally unaware. The aim of the instructors has, therefore, been to develop the practice of student questions, to accept and use them out of order even though, as was frequently the case, the discussion thus took a course quite different from that previously planned.

From an introductory study in human biology, the majority of the students found themselves in the middle of the year interested in a variety of biological questions, and they elected to complete the year's work with a study of general biology. This included comparative microscopic and dissection studies of primitive plants and selected invertebrates, which served as background work for class discussions in evolution, development, and heredity. The last six weeks of the year were devoted to experimental breeding observations on the fruit-fly so that the beginning student was given opportunity to work with the experimen-

tal method, an experience generally realized only by the more advanced student in biology.

A few students, because of active, sustained interests in psychology and child development were especially eager to complete the year in biology with further work in mammalian anatomy and physiology. For this group special work was arranged for intensive laboratory studies on the nervous system, with attempts to correlate in the class discussions the behavior of the growing child with his growing nervous system. The year's work for this group was concluded with analyses of the general problem of metabolism.

Such plans for the beginning work in zoology are, of course, new only in their points of emphasis. In any well-organized department of biology the material used by the instructors at Sarah Lawrence College could be found distributed in year and half-year courses, set apart as such and generally planned with prerequisites, and organized to give special training to the student whose major interest is zoology. The aim at Sarah Lawrence College has been to make flexible use of whatever biological material corresponded to interests and needs expressed by the students, and in this way to explore more fully the possibilities for introductory, laboratory work. The endeavor has been to meet and develop students' interests, and by this route to lead them into the study of biology as a scholarly discipline.

Intensive study is made possible through individual project work, introduced just as soon as the qualified student gives evidence of a desire to pursue a study in a particular direction. Obviously, this can not be undertaken until the student has become sufficiently trained in the technique of laboratory work to pursue independently some detailed problem under the instructor's direction. The questions constantly before the teacher planning project work are, (1) can this student undertake individual work, and (2) when is she prepared to begin it. Unquestionably she can not begin without some special preparation, but it is equally true that she can undertake it much earlier in her training than our old, schematic pedagogy has been willing to recognize.

Project work in biology, which formed the second part of the plan, took various forms. Several students with artistic and tech-

nical ability have made unusually successful dissections for museum display. In some cases these have been accompanied with diagrammatic illustrations which compare well with many of the exhibits in a professional museum. In this way, many students of artistic temper have been led to a better achievement in their studies in biology.

Individual project work has also given opportunity for those of scientific temper to pursue intensively some particular biological question. For instance, one student, whose father was an ear, nose, and throat specialist, and who herself had had a mastoid operation, confessed a natural interest in the anatomy and physiology of the ear. She spent several weeks on the dissection of the ear apparatus of the dogfish and different mammals. Her final ability to make a perfect dissection of the ear bones of the dog came only after repeated, painstaking study. The student is now engaged in a detailed study of the evolution of hearing in animals. It is, of course, true that while she was engaged in this intensive study she missed the dissection work on the heart and brain which her classmates were doing. In the lecture and discussion period, however, she carefully followed the work of the class, and successfully completed the examination work on this material. In addition, she gained a feeling of intimacy resulting from intensive study of the anatomy and physiology of the ear which could not be obtained in any other way. The beginning student who wins the privilege of carrying on project work in biology has an opportunity similar in kind to that of the early investigators who of necessity travelled directly.

The third and most radically experimental part of the Sarah Lawrence plan in biology was a non-laboratory, demonstration course. This was especially planned for those students who have little faith in their technical ability, and whose main interests have already been established in other fields, but who, nevertheless, have a desire to become acquainted with the facts and trends in biology. For these students there were arranged lectures, discussions, conferences, and demonstration work on topics concerning the science of living systems, the biology of sex and reproduction, the nervous system, metabolism, and the biology of the endocrine glands. The class groups were kept small, approximately fifteen, and the conference groups which met afterward

and offered the best set-up for the demonstration work, included only three or four members. The work definitely aimed to help the student observe, not from laborious dissections of her own, but from those frequently repeated by the instructor in her presence. She was enabled to make microscopic examinations, but not to become an expert worker with the microscope; to make use of the biological library, and to analyze in clear and simple terms the problems of form and function, and thus acquire a knowledge of the workings of the human mechanism.

The brief experience of teaching by the so-called demonstration method made it clear that students trained in this way were able to pass detailed examinations on the nervous system as satisfactorily as those others who had spent many hours on careful dissections of the primitive brain and cranial nerves. This evidence that the students acquired a significant grasp of the factual material is important because one of the criticisms frequently raised against the demonstration method has been that students could not hope to grasp anything but a superficial acquaintance with biological facts by such training. It was equally well demonstrated that the course awakened for a few students an interest for further work in biology, and these elected a laboratory course for the next year. The experience reinforced the position of the Europeans who claim that American scientists over-emphasize the virtues of laboratory training for all beginning students. The laboratory and demonstration procedure both involve some inevitable waste; both offer different but equally significant learning experiences; both open interest for further work in biology. The two procedures are necessary if individual differences are to be recognized and both should therefore be provided in a college curriculum.

Recent experiences in the teaching plans in biology at Sarah Lawrence College involving the three procedures described above, have led the instructors to feel sufficiently hopeful of the value of each to repeat similar work a second year. To them it seems clear that the field of biology offers rich opportunities for significant experiments in teaching methods.

THE INFLUENCE OF THE COACH

CHARLES W. KENNEDY

PRINCETON UNIVERSITY

I SHALL assume the character of the coach as an individual who will meet every test that the university would apply when engaging a man to participate in a program of instruction in any other field except for the differences of technical skills. University boards of control, and university committees on athletics, can meet and legislate *ad infinitum* and if your coaches are wrong, you will accomplish nothing. The coach stands in an intimate relationship to the boy that no one else engaged in the administration of sport at a college or university can possibly have. The boy is at the age, passing out of adolescence into manhood, when physical attributes bulk heavily in his estimates. The undergraduate, moreover, is a hero worshipper. The coach is usually a famous athlete of his day. He engages the admiration of the boy. The boy knows moreover that the coach selects the team and not the chairman of a faculty committee on athletics. The boy, therefore, in this daily contagion is bound to be influenced by the slightest expression of opinion or judgment on any matter touching sport that the coach may utter. If then an administration of college sport is wrong at its base, that is, if the coach is of the wrong type, all your high aims for the right development of undergraduate sport may be frustrated from within and while your purposes are still in the making. There is nothing that a university can do to meet its responsibilities for the physical well-being of the undergraduates, and for that moral training which is potential in college sport—there is nothing, I say, the university can do more important than the right selection of the coach.

What standards should he meet? There has been a great deal of labored discussion as to whether he should be a professional or an amateur. If he is the right kind of man and you have the right control of him, in either case, it makes very little difference. If you are lucky enough to have the services of a good coach gladly given to you for nothing, you are fortunate. If, on the other hand, a good coach needs the remuneration that attaches

to his service, he is no less valuable because he is paid. The question as to whether he is a professional or an amateur, while it undoubtedly has certain implications, is not, in my judgment, fundamental. The fundamental question is: What kind of man is the coach? Is he a sportsman and a gentleman? That is a very simple test. It would be interesting to see it applied on a nation-wide scale.

In the second place, does he actually understand the skill of the sport he is supervising, and can he teach it, or does he substitute for instruction in skill an appeal to the emotional and fighting spirit of the men he is supposed to instruct? That is an important test, I would think. A coach is a teacher. If he does not understand the skill of his profession, or is unable to impart it, certainly the estimate that would be applied in similar circumstances in other areas of college life would suggest the estimate that would have to be placed on his services.

In the third place, is the coach thoroughly in sympathy with university purposes, the general program of the university or college he is serving? Does he conceive himself to be, during his tenure of office, an administrative officer of the college, and is he in sympathy with the general policies laid down by the administration for the training of the undergraduate? If the coach is actively in opposition to those policies there is usually very little trouble. That boil is quite easily lanced. It is where there is a tacit, unexpressed lack of sympathy with general college standards that the trouble comes. Suppose, for example, a college, acting through its properly appointed administrative officers and committees, determines that a certain policy should govern its athletic system. Choose any policy you wish—non-scouting, abolition of training tables, shortening of competitive schedules, or any other policy that the faculty committee or board of control has carefully considered and adopted. If, in such a situation a sports reporter, as they often do, should approach a coach and say to him, "What is your opinion of this policy?" the coach, in my judgment, has one answer and one answer only which he can properly give: "This policy has been adopted by those who are responsible for the conduct of sport in this college. I am engaged by them to coach and as long as I hold this position, and they are of the same mind in this matter, I have

no other opinion than to support loyally and to the best of my ability the policies which they consider wise." Gentlemen, how often have you heard of a coach speaking in those terms?

I can not stress too strongly the point that, in addition to all other qualifications, the coach must be a man who is fully in sympathy with, and loyal to, the general purposes of the college administration. He must recognize that he is serving in a field which represents a vital phase of undergraduate life, and that the training of the undergraduate in this field must be co-ordinated with his other trainings and subject to the final judgment of college authority. What I have already said will make clear my view that the coach must at all times be constantly and completely subject to university control. In justice to the coach I must hasten to add that it is certainly the duty of the college on its side to see to it that a coach who has such qualifications as I have been suggesting be given some surety of tenure that will protect him against the howl for his scalp that arises at the end of an unsuccessful season measured in terms of victory.

There is much food for thought in that sentence, "Leisure should not be just time for play." Out of leisure time properly spent have come the greatest achievements of civilization. As Henry Ford recently said, "To be out of hire is not necessarily to be out of employment." Some men out of a job have spent their enforced leisure in hopeless inactivity; others have improved their minds; have devised means of useful employment, frequently have done work of a much higher and more remunerative type than could have been expected. Thus the great opportunity is not merely to teach people how to fill their leisure time with play. It is to build up in students that abounding physical and mental energy which shall give them the vigor to do creative, constructive things in their leisure time. Thus equipped, they will not be under the necessity of contributing, as do the unfit, altogether too much to hired entertainers or to find their only relaxation in play. The coming generation must be more resourceful, more alert, more fit than any which has preceded it. It must go out from the college halls with a spirit of high adventure and the strength to realize its dreams, if the new day for which we all so greatly yearn is to become a reality.—*William Mather Lewis.*

LOOKING FORWARD: THE STUDENT AND HIS WORLD

DESIGN FOR CAMPUS LIVING

REVIVE college spirit, was the plea of Charles Evans Hughes, Jr., speaking to the students of Brown University, recently.

"I cannot help looking with some uneasiness at the current apparent let-down of that exuberance of living which characterized what we call 'college spirit'! If we are to de-emphasize athletics and student organizations, let us be sure that we find something else to take the place of the enthusiasms and loyalties which they generated. If the changed attitude means a transfer of interest to more worthy objects, it is well; but if it means the disappearance or impairment of capacity for interest itself, it is very ill. I had far rather have even the rah-rah college spirit as we knew it twenty-five years ago, with all its absurd and immature banalities, than the lethargy of apathy or cynical aloofness.

"A man who has not thought it worth while to exert himself in college, to make its institutions, athletic, social and intellectual, as fine as they can be, is not likely in after life to think it worth while to exert himself to remedy abuses in politics or business. The tone of your life here will go far to determine the tone of your contribution to your state and nation."

THERE is a hardly necessary word of caution which remains to be said. Wesleyan should not grow in size. In an editorial in the *Amherst Student* for February 26, we find the same undergraduate fear of size without too great an emphasis on quality. Even with candidates of sufficient calibre available, expansion should hardly be undertaken. As the *Student* points out, many of the advantages of a small college lie in its smallness, and not in any particular traditions which have grown up about it. With four-fifths of Amherst's enrolment, Wesleyan is relatively in a better position to realize those advantages. An increase in size toward a blend with the larger universities destroys many of the advantages of smallness, and gains few of those of size, but even a slight increase now would lay the path open.—*Editorial, The Wesleyan Argus.*

FOOTBALL PLAYERS once listed by Parke H. Davis included the manager of the Stanford University eleven of 1894—Herbert Hoover. A young man named Franklin D. Roosevelt played guard at the Groton School and later was on the Harvard squad; Woodrow Wilson coached the famous Princeton team of '78 which downed both Yale and Harvard, coached the Wesleyan team in '87, '88 and '89, originated the double pass and was responsible for the modern eligibility rules; two Secretaries of the Navy, Edwin Denby and Curtis Wilbur, were guards at Michigan and Annapolis respectively; Associate Justice Harlan P. Stone of the United States Supreme Court was a lineman at Amherst; Governor Gifford Pinchot, of Pennsylvania, was captain of his class team at Yale and a member of the 'varsity as well; George H. Dern, Secretary of War, was captain and tackle of Nebraska's great 1896 eleven.

THE WORK done by the Speech Department at Wellesley College has included recently the training of several small verse speaking choirs. Some of the work done has been undertaken to give special training to students with certain voice difficulties, and some in an effort to show to the students in an advanced course in speech, who themselves formed a choir, and to the audiences who heard them, the possibilities of various forms of choral speaking. Recitations have also been used as an accompaniment for interpretative dancing.

The value of the training given by choir work in speech lies partly in its useful effect upon the speech of students who are naturally timid or repressed, and partly in its value for those interested in the aural interpretation of poetry. Students undertaking the work have been enthusiastic about the possibilities of sharing in an artistic experiment and developing further the possibilities of this form of self-expression.

NEWs of Wellesley College is reported to all the leading newspapers of the country by a group of twelve to fifteen college reporters organized as the College Press Board. Members of the Board are chosen by competitions held semi-annually. The more experienced Press Board members are assigned to the major Boston and New York newspapers; each reporter so assigned being approved by the City Editor of her paper. Other members of

the Board report for the more distant papers; one reporter may be correspondent for three or four such journals.

Press Board members often speak to schools and to Wellesley Clubs during their vacation periods. In fact, any student may be called upon to give news from Wellesley to the Wellesley Club in her home community. If invited to do so, she usually comes to the Press Board office beforehand to get suggestions and gather material.

AT YALE UNIVERSITY the past year witnessed the inauguration of the College Plan made possible by the gift of Mr. Edward S. Harkness. According to this plan, students of the three upper classes in the undergraduate schools are distributed among ten colleges, seven of which were in operation last year.

The affairs of each college are supervised by a Master, who has his residence in the college, and by members of the faculty, known as Fellows, of whom those who are married have their studies and those who are unmarried have their complete living quarters there. Formal instruction is carried on as before, under the control of the departments of study. The Masters and Fellows of the colleges provide informal instruction and guidance, helping the undergraduate in the choice of his courses, in his outside reading, and in preparation for the final examinations. On the social side the undergraduates have developed in each college a strong *esprit de corps*. More than three times as many undergraduates have participated in inter-mural informal sports, than under the old class system. College gatherings in the dining halls and in the common rooms have received the enthusiastic approval of the students. On the educational side, the advantage of the colleges has already facilitated the tutorial work in the honors courses. It is likely that with the opportunity now opened, a general comprehensive examination system will shortly be instituted in all the undergraduate departments of study. The general trend is toward widening the group of undergraduates who carry on advanced work in a special field, under the guidance of an individual member of the faculty.

SENIOR Fellowships were created at Dartmouth in 1929. The Fellows, are nominated to the President towards the end of their junior year by a committee consisting of the Dean of the Faculty, the Dean of the College, the Chairman of the Committee on Educational Policy, the Director of Personnel Research, the Dean of Freshmen, the Junior Class Officer. When elected by the Trustees, the only restriction placed on Senior Fellows is that they must be in residence at Dartmouth College during their senior year, and must be in good standing as members of the college. "During the tenure of his Fellowship, the Fellow shall be given complete freedom to pursue the intellectual life at Dartmouth College in whatever manner and direction he himself may choose. He shall not be required to attend classes, though he shall have the privilege of attending any; he shall not be required to take any examinations; and he shall not be required to pay any tuition fees to the college."

It seems probable that the longer these Fellowships operate, the more obvious it will become that their most valuable contribution comes from the complete freedom and leisure given to outstanding undergraduates to work out their own philosophy of life. Often during the first few months of the senior year these Fellows suffer actually from the feeling that they are doing nothing constructive or productive, and that they are "letting down" the college. But after these vitally important months of self-analysis and actual unhappiness, and after the Fellows begin to coordinate and to produce, they realize that that unpleasant groping period was of supreme importance in their development.

BORINGS FOR THE EDUCATIONAL STRUCTURE

PRESIDENT HENRY M. WRISTON of Lawrence College has made some vital observations concerning Freshman Week.

Freshman Week, therefore, ought to be turned around and be devoted to a kind of inventory of the freshman's baggage. What does he bring with him—in ideals, in attitudes, in skills, in capacities, in knowledge? This testing program is not designed for entrance but for guidance, guidance not so much to the freshman as guidance to the college, how to deal with him, how to adjust itself to his need, rather than

how to classify him into some niche like a plaster saint in our collegiate Gothic. We should find out where his foundations are strongest. When we build a building, even if it be upon a level plot, we make borings. In this exploratory fashion we discover that conditions are often very different in different spots within a relatively small area. Occasionally one finds quicksand right in the midst of hard clay. We would think it foolish, merely because there is an acre of ground, to put a building upon it without care in testing foundation soil. Likewise during Freshman Week we should make borings and discover what is the best location for our educational structure, what form it may most conveniently take, and what foundations are already secure and worth while.

PRESIDENT FEW of Duke University notes continued progress in important phases of undergraduate life and work. This improvement is due in no small degree but by no means entirely to the Duke plan of selective admission to college. Of approximately 1,200 applicants for admission as freshmen 594 were accepted, chosen on the basis of preparation, high-school achievement, intellectual promise, and character. Of these, 162 came from private preparatory schools, and 432 from public high schools, over a wide geographical area. Only nine of these students had to be dropped from college at the end of the first half-year for unsatisfactory work, while sixty-five earned average grades of B or considerably higher.

All of these as entering freshmen took several forms of tests, the scores of which have been carefully preserved and used mainly as aids to the sectioning of freshmen in the trunk-line courses of instruction and as more or less reliable information in efforts to guide the individual freshmen. A recent study of the records of students coming to Duke as freshmen in 1930 confirms the conclusion of the earlier studies that these tests have greater predictive reliability than high-school records as to how well or how poorly the student will get on in college. It now seems almost foolish to accept an applicant who makes below a reasonable showing on two or more of these tests.

Fraternity problems at Duke are greatly simplified by the Duke plan of providing houses for them as an integral part of the college dormitories. It has proved an interesting and helpful departure from the usual way of housing such groups of under-

graduates. The fraternities have manifested a commendable spirit in their willingness to join with the college to prevent the houses from becoming undemocratic units of the whole student-body. The scholastic average of fraternity men as a body was only slightly below that of the whole non-fraternity body.

AT HILLSDALE COLLEGE guidance is conceived as the total process through which younger and more mature persons share knowledge and information for mutual benefit. Vocational guidance accordingly is one phase of the total program. The student is constantly urged to recognize that in life being an effective husband or wife, father or mother, citizen, community participant, wholesome personality, bread-winner and efficient producer of social values are equally important considerations and that he should therefore take them all into equal account in planning the future. He is taught to recognize the interrelations of them all.

Students are supplied with adequate information regarding each vocation; they are given both aptitude and competency tests; emotional stability is analyzed; principles of mental and physical hygiene are made available during their freshman year. Through the deans' offices every student is called into conference three or more times each year to consider his growth along the lines mentioned above. In addition to this administrative work, in certain courses students have the privilege of doing advanced work in personal analysis and life programs.

THE UNIVERSITY OF BUFFALO has for seven years given a *How to Study* course for students graduating from the lower three fifths of the typical high school or the lower two fifths of the better urban high school, as a part of the requirement for entrance.

This course deals with the techniques concerned with efficient study, such as the ability to read books rapidly, to take notes, to use the library, to memorize foreign vocabulary, and to correct flaws in writing. The course is prefaced by some twenty hours of intelligence and achievement tests, including a fairly extensive autobiography, and is interspersed with conferences. The theory is that each individual is a separate problem, whose notes, reading defects, and other characteristics need to be talked over independently.

During the last two years this course has been conducted not only preliminary to the opening of college for a period of three weeks, but also in lieu of one of the ordinary freshman courses (without credit) for those unable to take the preliminary course. Those in charge of the course are convinced that the motivation is better and the work otherwise more effective in the preliminary course.

THE UNIVERSITY OF PENNSYLVANIA'S Personnel Office was established and has continued on the basis of clinical psychology and its emphasis upon the individual point of view, writes R. A. Brotemarkle, the Director. From the beginning it has maintained special testing and interviewing rooms apart from the main office. Assistants in this work have all been clinical psychologists or advanced graduate workers in that field. Due to the growing demand upon the courtesy of the office in seeing case problems from other colleges and secondary schools in the vicinity, a Personal Clinic for College and Secondary School Students has been established in connection with the Psychological Clinic.

The activity of the Personnel Office is first and last that of a comprehensive investigation of the individual student problem and the recommendation of adjustments to be worked out by the responsible authorities involved. The office accepts neither disciplinary nor administrative powers. It is a centralizing, investigating, and recommending agency for all the forces of the College. Actions in the case of a particular student by an instructor, a department of instruction, the executive committee of the faculty, the discipline committee, the student welfare committee or other administrative agencies may originate in the office or be sent there for study and recommendation. Extra-curricular student agencies or activities, fraternities or other groups may likewise bring their individual or group problems here for consultation. Such activity necessitates the heartiest cooperation of the entire student, faculty and administrative personnel, and establishes the office as a personnel center of direction and assistance. The research of the office turns less upon the massing of quantitative results and more upon the study of the qualita-

tive analysis of testing procedures and techniques in clinical use. The danger of becoming a place for the accumulation of records about individuals is precluded by the necessity of continued motivation of the personnel policy which shall enhance the activity of all of the forces of the college.

Cases are diagnosed and adjustments made on the basis of the interpretation of the social-area of the individual, the socio-individual development and the total-organism point of view. The necessary information concerning the history of home, school and community life of the student is usually obtained through questionnaire forms, biographical sketches, and interviews, although a few scales of measurement evolved for the investigation of this area have been found helpful. The proper evaluation of the effects of the social-area can be made only if one keeps in mind the changing aspects of the social order of the day and the possibility of marked conflict between the point of view of the social area from which the student springs and that to which he now belongs or to which he aspires. The problems of the broken home are mentioned as among the most seriously disturbing elements of socio-individual adjustment. With respect to the socio-individual development of human life, there is little analysis or study to date. Problems of maladjustment and their correction have so absorbed the clinical psychologists that the normal developmental unfolding of social life is little known nor is it clear what direction should be given to normal social opportunities. "Among the crying needs of college life today," says Mr. Brotemarkle, "is the comprehensive study of what its social aspects really are and what can be accomplished in normal human development by means of them. . . . Individual differences in social development require of the college as varied a program of social life, material, technique and procedures as does intellectual training."

Specific diagnosis and remedial procedures center upon the necessity of considering the usual case problem from the point of view of a total-organism. While the medical, psychological and social sciences must each make its contribution to the diagnosis, in the adjustment of behavior the human individual reacts as a total organism under the impulsion of an integrated personality and the task of the personnel counsellors becomes the

art of applying all available means of procedure to the total-functioning of the personality in social intercourse.

C. GILBERT WRENN of Stanford University acts in a dual capacity as the Executive Secretary of the Vocational Guidance Committee and as Assistant Registrar for Student Personnel. His functions are threefold: vocational guidance, scholarship and educational guidance, and the coordination of student personnel activities.

The Stanford College Aptitude Test has been given to all applicants since 1924. The guidance phases of the college program are characterized by an attempt to make all counseling *personal* and *voluntary*. All interviews are voluntary. Mr. Wrenn alone held about 1,200 last year.

The emphasis in the program at this time is placed on three points: (1) the induction and early adjustment of new students, both freshmen and transfers; (2) the presentation of adequate information on vocational and educational possibilities for the use of students desiring it; (3) the coordination and stimulation of the considerable amount of student personnel work normally carried on by the faculty and administrative officers of the University.

In an administrative way the student personnel program of Stanford University tends to centralize in the office of Dr. J. P. Mitchell, Registrar. Here are located the central personnel records of the University. Here also are centralized the functions of admissions, Lower Division guidance, scholarship and educational guidance, vocational counseling, personnel research, student employment, and appointments of graduates and alumni. Contiguous to this office are the offices of the President of the University, the Dean of Men, the Dean of Women, and the Alumni Secretary. Extensive Health Services, for both men and women are located in respective separate buildings. The Chaplain of the University maintains an office in the Vestry of the University church for personal conferences with students.

THE GUIDANCE functions of the deans of men and women, the student employment service and its related vocational guidance, and various associated activities are carried on at the University of Oregon under the general charge of a dean of

personnel administration. Outside the immediate personnel organization but coordinated with it are the academic advisers, the committees on scholarship, on academic requirements and the like, and the various testing, counseling and research activities carried on in connection with certain teaching departments, particularly psychology and English.

A personnel council assists in policy-making and in coordinating teaching and personnel departments. The registrars' office is significantly associated with this program. It performs the usual functions having to do with records and statistics, and, in addition, carries on a considerable amount of research dealing with tests, scholarship attainment and the like. There is a close cooperation with the health service which takes its responsibility for health guidance as seriously as that for caring for the sick. Placement of graduates of the professional schools is handled mainly through the schools themselves since deans and school officers normally are closely in touch with their respective fields. In fields outside of those served by the professional schools students are given help by the personnel division mainly through the student employment service.

Special effort is made to develop and utilize as many as possible of the institutional and community agencies and environmental forces capable of being put to work for individual guidance and development. The student living groups, *i.e.*, dormitories, fraternities and sororities, are assisted toward maintaining a group life which is calculated to contribute toward (rather than distract from) the pursuit of individual objectives in line with the major purposes of the institution. A fine response is being had from the leaders of these groups, both undergraduates and alumni, with the result that there has been a notable increase in the quality of work done in many of those groups. The writer is convinced that there is inherent in these student organizations a powerful social force which institutions have generally allowed to be wasted in trivial activities, but which can be made to contribute effectively toward the larger education program of the University.

The encouragement of free recreational agencies useful in the development of individual personality is a major interest of the personnel division working in cooperation with the appropriate

academic departments and with other University offices interested. Discussional agencies are promoted, both as a means of providing opportunity for developing skill in oral expression and as centers of orientation in the social order. Contacts are developed and maintained with parents, alumni and the local community with a view to bringing to bear from all sides influences contributing toward the broad and sound development of individual students.

A variety of remedial and special counseling agencies outside the immediate personnel division are encouraged and coordinated. Among these are the speech clinic, the reading clinic, and advisers to the blind students, foreign students and others needing special attention.

It will be observed that only a part of the numerous agencies and officers doing personnel work fall within the scope of the personnel division as an administrative unit. There would be some advantage administratively from a greater centralization of authority and responsibility; on the other hand, every administrator in the personnel field recognized that a complete centralization is impossible, that college teachers and every one else having personal contact with students are doing personnel work. This fact means that personnel work is essentially an institution-wide process, in which certain specialized services, particularly those calling for administration, are turned over to central agencies, and a large part of actual guidance, both direct counseling and indirect influence through environmental agencies, is carried on by independent but coordinated agencies and individuals.

Fraternities at the University of Oregon have the past year put into operation a self-imposed selective pledging plan. As adopted by the Interfraternity Council, composed of the presidents of the various fraternities on the campus, the plan reads:

1. The decile rating of students is determined by the score made in the American Council on Education test given to each new student.

2. Only men students who place in the upper nine deciles are eligible to be pledged by fraternities.

3. Any man who is ineligible to pledge to a fraternity upon entering the University because he placed in decile one may be

come eligible to pledge in a subsequent quarter if his grade point average for a minimum of twelve hours is 0.75, or better, for the preceding quarter.

4. Pledging of a man prior to the receipt of his eligibility rating is a violation of these regulations and subject to a penalty imposed by a tribunal of the Interfraternity Council.

It is significant that this action was taken in the face of economic pressure in the opposite direction. Decreased enrolment and the need of many fraternity students to move out of their houses to take board and room jobs and other employment has decreased fraternity membership severely. A continuous study of the plan is being made.

MAY HUNT, Librarian of Wm. Penn College, reports on "Adventures in Reading" at that institution during some years past.

Each student had a tentative reading list and each was scheduled for one conference a week with the librarian. There was a chair by the librarian's desk for him to drop into. The conference or rather conversation lasted from fifteen to fifty minutes, depending on the interest of the student in what was read or the by-ways into which the original thought led us. There was an atmosphere of leisure.

Citation of a few figures may give some idea of the quantity and type of books read. Our records show that ninety-four readers have used 1363 titles divided as follows: fiction 319; drama 130; science (including general, chemistry, home economics, agriculture) 93; sociology 91; travel 85; biography 81; music 72; poetry 71; economics 62; psychology 59; history 56; philosophy 44; education 38; religious education 35; essays 34; supplementary (*e.g.* books on the history of literature) 33; art 27; incentives (such as Roger's *Fine Art of Reading*) 13; epic 7; in the French language 5.

PERSONNEL SYSTEM AT ALBION COLLEGE

DEAN W. W. WHITEHOUSE

THE SMALL college has been wont to indulge in considerable self-emulation because it had the unique advantage of personal contact between student, administration, and faculty. The necessity of such contact in education has been increasingly recognized. Cooley made familiar the importance of primary or face to face associations, wherein the family, the play group, and the neighborhood gave the warmth and interest of personal attachments to the developing individual.

A possible fallacy in the claim of the small college to superior distinction in personnel work is evident. Some of the larger institutions have deliberately organized units that approximate smallness within the larger group and are thus attempting carefully to safeguard individual values. Moreover, although a certain amount of face to face association is bound to be present where the enrolment is small and the machinery of administration simple, it does not necessarily follow that mere smallness means effectiveness in college contacts. Too often it means paucity of facilities and technique. If the professor is loaded down with a heavy teaching schedule and the demands of committee work and is thus impoverished in his own personality, he has little to give to the student outside of the routine class work. Lack of an organized system designed to capitalize the advantages inherent to the small college may result in outstanding deficiencies in cultivating student personalities.

Over a period of several years Albion College has been developing a personnel system that increasingly has yielded very favorable results. To begin with, we constantly faced the fact, that youth is living in a new and strange world. The educational process and experience have felt the impact of these new forces of contemporary civilization. Even a glance at the index of the two weighty volumes of *Recent Social Trends* edited by President Hoover's committee will reveal the marked changes of the past decade or so and the bizarre cultural pattern that is ours. The incoming students are products of the contemporary pattern and are also in many ways puppets of it, groping in its labyrinthine mazes. Increasing tempo, marked social mobil-

ity, definite urbanization, modes of mechanization, massed efforts of education on the primary and secondary levels, the constant battering by stimuli of radio, advertising, machine, and movie, eradication of mores and moorings with resultant confusion, industrial rationalization with its subsequent vocational topsyturvyism—all have created new challenges to educational technique.

The goal to be sought was obvious enough, so we began experimenting with the technique of this accomplishment. Simplicity was the first consideration, for we had neither the facilities nor the desire to build up an elaborate system of abstract records. In fact, at first the authorities were considerably intimidated with the possibilities of files, cards, references, and the multiplied tasks of bookkeeping and interviewing which threatened to engulf us; for we were not increasing an already busy administrative staff. Carefully we gathered suggestions from various institutions and reexamined the records and forms we were already using, adapting them to suit our new objective. From that beginning, gradual changes and adaptations have been made and much valuable experience has been gathered, while the conviction has deepened that every aspect of our work should be kept thoroughly functional. It is possible for the best of personnel systems to fail through overstress on the file records and under-emphasis on the actual serviceability to the individual student. The printed or mimeographed material used—and it is a very necessary part of the system—is kept in mind as a mere tool to aid in the human adjustment.

The first thing that is sought when a freshman enters Albion College is a "picture" of his personality. This is obtained from several sources. In applying, the student fills out his own personnel blank stating his preferences in courses, his interests and hobbies, and his intellectual enthusiasms. This information is supplemented from the recommendation blank sent in by the high-school principal or adviser. Usually this information is very helpful, although occasionally the blanks have to be augmented by personal letters of inquiry. The various letters of recommendation, which are also required, give further enlightening facts. All of this information is carefully checked over and abridged.

So much is at hand before the student begins his college life. The activities of Freshman Week are designed to orient him to his new environment and to establish as many friendly contacts as possible. His rating in the required intelligence tests completes the picture we have been approximating as to his potential scholastic achievement, and incidentally is made the basis of assigning him to class sections composed of students of ability comparable to his own. In the meantime, too, as soon as his instructors are thus ascertained, he is placed under the guidance of one of his own teachers as freshman adviser. Each teacher usually has about ten students thus assigned to him, whom he naturally meets in his own classroom and with whom it is possible to cultivate informal contacts and conferences.

Then follows the cooperative venture in personality development which is the joy of education. From time to time the freshman adviser sends in reports stating what particular difficulties or what special potentialities the students may have and giving certain recommendations that have grown out of his observation. Within the first seven weeks of school the dean interviews each freshman, thus establishing a point of fellowship and gaining some insight into the student's immediate problems. In case a student joins a fraternity, as the majority do on this campus, a scholarship representative in each group assumes responsibility for promoting scholarship at his house and aiding in certain adjustments of the freshmen. These representatives also send in reports regarding any difficulties or characteristics that we should know in aiding a student. In case a student is having difficulty in a class a "pink slip" is sent to the office with the findings of the particular instructor. All of this information is filed on regulation cards in one box so that it is easily accessible. The "pink slip" is the preliminary signal of distress and the student thus reported is summoned to the dean's office. Aided by the findings of instructor, class adviser, and fraternity brother, we avoid probing around in a haphazard fashion, not only saving time but also gaining the student's confidence because we have a knowledge of his particular difficulties.

At the close of the year the freshman adviser tabulates his score of the student other than in scholastic terms, noting such features as initiative, character, intelligence, cooperation, earnest-

ness, and personal appearance. This concludes the statistical material for the year and along with the scholastic record makes a very good outline of achievement. Ordinarily nothing is added to this permanent card during the sophomore and junior years, though the upperclass men are assigned to an adviser concerned with their major, and the pink slips continue to function as scholarship warnings. In the senior year the major adviser and the dean score the personality chart, and the record of campus activities is brought up to date. Thus, when a student leaves this institution, there is not only a record of his scholastic and extra-curriculum achievement but also a valuable statement of his personality rating. The subsequent value of this information as the basis for any recommendations requested in any vocational adjustments is apparent.

Another very important aim in this personnel system is to create an attitude among the faculty timed to the emphasis on human relationship. Increasingly this is being approximated through the very fine cooperation of the faculty. Of course, the ideal situation is to have each faculty member a personnel officer in himself. Unless a personnel director gears in to the faculty and the contacts are integrated, the whole process is apt to break down. Good understanding between the faculty and the student does not lessen the need for hard work on the student's part. The fact that we put forth every effort to save the student does not substitute for the normal effort he should exert.

The teacher has an opportunity to observe the student several times a week over a semester or a year, and where the classes are not too large very valuable deductions may be drawn from the classroom contact. One of the things that is observable in the well groomed college is the fact that each professor has around him a little coterie of students with whom he has a great deal of influence and who are tied up to him by vocational and personality influence.

Constant adjustment in curriculum wherever needed is another adjunct to this system. The entering student may come with a particular attitude towards a certain field of concentration and find after he has been in college for a while that he is not best fitted for it. Sometimes a student undertakes too much work

and finds it impossible to carry on his schedule as first arranged. In these cases certain adjustments are made in consultation with the scholarship committee—a small and constantly functioning group—and many difficult situations are thus smoothed out for the student.

The personnel direction must be integrated on many frontiers. The student is primarily a human being and when the college is efficient in his adjustment it will aid him in analyzing his difficulty and in meeting new forms of adaptation. Many times a student who is doing poor work can be helped only as we know those deeper problems of his life which never come out in the average classroom recitation but are the result of confidences in personal interviews. During the last two or three years the writer has found many cases of scholastic maladjustment that have been traced to difficulties that could easily be righted. Problems of finance weigh heavily with some students and interfere considerably with their achievement in college. Defective eyesight, domestic conflicts, frustrated love affairs, glandular disturbances, character and personality conflicts, confusion regarding the clash between the new and old mores, failure to pledge fraternity—are a few of the innumerable factors that often lie below the surface but whose adjustment opens the way for improved scholastic achievement.

Whenever inadequacy is observed the student is urged to avail himself of opportunities for its correction. If he is not using his time rightly, some advice and counsel are given to help him make a time schedule and he is urged to carry it out from day to day. The prevailing collegiate vice of "puttering" needs constant attack from constructive angles. Differences in temperament and ability to achieve are so evident that often a student is failing largely on account of the fact that he is devoting but one hour to his work because a roommate happens to be "getting by" by doing the same. Nor is he easily convinced, failing to observe salient differences in mental achievement and preparatory background.

Geared into our system is a well organized tutorial program whereby failing students are required to attend tutorial classes at specified hours. Moreover, other students are glad voluntarily to avail themselves of this help, even though they are

not requested to do so because they feel that they need a little more preparation and help. These classes have justified themselves and have been enlarged during the current year and are now a part of the regular program. Much of the tutoring is done by seniors of fine excellence who are majors in the specific fields and find ample recompense in the experience they acquire. Instruction and oversight are given to these tutors and at stated intervals they are expected to write up an analysis of the problem of each student. Many of these summaries are of considerable help to the teacher and the administration.

Of course, the chief aim of the system is to give the student an insight into his own problems and potentialities and to awaken in him strong currents of motivation and reliability. When the student becomes ignited within, he drives through such problems as inconsistency in application, difficulty in technique of study, day dreaming, carelessness in attention to detail and routine, and the lack of any thrill from creative effort to a normally adjusted college career. In some students the process is much slower than in others—but for all types of students a functional personnel system has much to contribute to a well-rounded educational program.

A PROPOSAL FOR A FEDERAL YOUTH SERVICE

JOHN A. LANG

PRESIDENT, NATIONAL STUDENT FEDERATION OF AMERICA

THE difficulties of the nation's youth during the present period of our history are generally known. Conservative estimates indicate that there are over six million young persons between the ages of sixteen and twenty-five who are unemployed and out of school. Not only has the general financial condition had its telling effect, but during the present recovery program we have been most anxious to care first of all for the needs of older persons and heads of families. We have properly protected the experienced worker against youth's competition both by the wage levels of the N.R.A. and by the minimum age provisions of 60 per cent of the codes.

It is quite true that certain attempts are being made to relieve youth's difficulties; yet, on the whole, these efforts are scattered

and largely palliative. There is no well organized program at present to help the young person find his place in the changing social conditions. In the reshaping of our modern practices, the interests of the farmer, laborer, business man, home-owner, aged and infirm are receiving national attention; yet the situation of the young, with all of their pent-up resources, hasn't been adequately recognized.

It was from a desire to see an effective campaign inaugurated for youth's readjustment and for the coordination of the many scattered relief efforts in his behalf that an appeal was recently submitted to the Federal Department of the Interior and the Office of Education which offered a plan whereby the national officials can meet the situation. It is very evident that the Federal Government is the proper agency to undertake the program which youth now needs, for it is the actual means by which our new social order is taking shape. If the Washington authorities wish to supply the necessary leadership in a movement to salvage youth, they will undoubtedly see the wisdom of establishing adequate facilities for handling the work that would be involved. The problem is an extensive one, calling for machinery that is not already burdened with other duties. It appears most advisable that a single agency of well trained and experienced persons should be set up with the particular responsibility of handling a long-ranged program for youth.

In view of this fact, the appeal, which was presented, recommended that there be established a division, called "The Federal Youth Service," within the Office of Education in the Department of the Interior and that the division's position, constituency, responsibilities, and duties be assigned as soon as possible. Once having been created, such an agency would be looked to by all those concerned as the nucleus of a broad attempt to bring about the necessary adjustment of youth to modern conditions. A program of this sort would lead the nation's young into constructive lines of endeavor and make unnecessary any kind of feverish or emotional youth action anywhere in the country.

The general nature of the work of the Federal Youth Service would be to ascertain the character and ramifications of youth's problems and to find, suggest, and support solutions of them, especially those bearing on employment, education, vocational

guidance, and leisure time. Engaging in such helpful activities, the new agency would not be regarded as more bureaucracy but as a source for rendering aid to needy and discouraged human beings. Its staff of experts and field representatives would be small and the expense involved negligible—just enough to do the job well.

The detailed duties of the Federal Youth Service would be many. Extensive studies, dissemination of information, co-ordination of plans and of scattered efforts, and experimentation would be conducted. There would be an enlistment of the initiative and enterprising efforts of communities, towns, cities, and states. Educational, civic, and charitable organizations would be urged to devote more of their activities to the readjustment of youth. Schools and colleges would be encouraged to revise their curricula and practices so that they may better train youth for the realities of life. Every possible means for the guidance and counseling of young people would be stimulated. Leisure time programs would be looked into and improved. Adjustments would be attempted with organized economic and industrial groups to permit youth the share of work which rightfully belongs to him. Plans for apprenticing youths to business men and public officials would be inaugurated. Insurance for the aged, unemployed, and infirm would come up for consideration. Finally, the Federal Youth Service would supply national planning boards with facts on the conditions of youth and urge them to consider this information in programs for the revision and improvement of the country's social practices.

When the appeal for a Federal Youth Service was presented in Washington, numerous endorsements and supporting statements for it from persons in all walks of life were also submitted. Several representative educational and youth groups have already thrown their full support behind the petition. The plan is now being considered in some detail by the authorities of the Interior Department and the Office of Education. It is greatly to be hoped that sympathetic groups and individuals will rise to the support of the project and join with the forces that are now urging its adoption.

THE PRESENT CHALLENGE TO THE LIBERAL ARTS COLLEGE

RUTH M. PLUMMER

CLASS OF 1934, SUSQUEHANNA UNIVERSITY

TODAY, as a result of recent movements, the liberal arts college is confronted with a serious challenge. In an age when so much importance is attached to mere material progress, the college is being called upon more and more to justify its theory of cultural education as opposed to utilitarian specialization. Among educational circles, a movement has arisen advocating the centralization of education by the addition of a Cabinet officer to the staff in Washington to head a Federal Department of Education. This plan spells push-button control. The National Education Association is said to favor such centralization. The state, not always in sympathy with federal control, is tightening her hold upon college education by making increasingly difficult demands which only the tax-supported institutions have the funds to fulfill. Can we as friends of the liberal arts college calmly allow the tide of practical materialism in education to engulf our precious privilege of procuring a cultural training at the college of liberal arts? The enormity of this challenge urges our action.

The purpose of my oration is to set before you certain facts concerning this challenge. If at times it would seem that I am quarreling with any one particular type of college, the truth is merely that I am upholding that in which I firmly believe—a broad comprehensive training in the arts and sciences as a distinct advantage over the narrow specialization of a centrally controlled educational system.

We have only to outline the aims of the liberal arts college to convince thinking persons of the necessity of maintaining them. An eminent educator has said, "The function of the college of liberal arts is not primarily to teach young people how to make a living, but rather how to live, a much more difficult but immeasurably more important task. The independent college is free to shape its curricula to include those subjects which lead to a liberal education, or a knowledge and understanding of the meaning of life. A college of this type endeavors to arouse the love of

truth and beauty and to enlarge the student's capacity for clear and correct thinking. Its curricula foster an appreciation of the artistic mind in poetry, literature, music, and art. The liberal arts college has the exceptional opportunity to emphasize quality rather than quantity and to strengthen the personal and moral elements in education. She searches out the individual, aiming to develop a personality, and not favoring mass production of record numbers of stereotyped graduates, each believing and thinking the same thing. These aims furnish adequate argument against complete immersion of education in crass materialism. The liberal arts college is the tempering breath that shall insure college education against becoming a product of standardization.

Let us examine the influences which are reacting against the interests of the liberal arts college in order that we may see how urgent it is that the public be educated to her value. In many concrete, although we cannot say deliberate ways the state is militating against the independent college. In the State of Pennsylvania there are available a number of Senatorial scholarships which amount to a subsidization against these colleges. Holders of such scholarships must attend one of the state controlled, state subsidized institutions. This discrimination is unfair and engenders undue prejudice. Moreover, the tax-supported schools have, by statements made to the public through the press, encouraged the opinion that students are running to the state controlled colleges because they are cheaper. This argument, apparently true at first, is actually only true for the teachers' colleges, since calculations show the cost of education at the larger state subsidized universities to be even more than that at many of the independent schools. In connection with these prejudices, I have also been led to believe that a less tangible but more deadly influence is being exerted upon high-school students, by members of high-school faculties, graduates of state teachers' colleges, who, perhaps through loyalty for their Alma Mater, lead their students to believe that enrolment at one of the state colleges will enhance their opportunity for securing positions upon graduation. Their attitude is understandable, yet, the effect here is especially adverse, since it shuts off a percentage of student supply at its very source. Each of these influences on the part of

the state, although not definitely traceable to a united attempt to crush the liberal arts college, is challenging her survival.

From an economic view-point alone, the stand of the liberal arts college is vindicated. One of the important services of the independent college is its preparation of teachers for the secondary schools. If we were to put the state in control of all college education, a huge additional economic burden would fall upon the shoulders of the taxpayer in Pennsylvania. A recent study in Pennsylvania showed that approximately twenty-two thousand graduates of liberal arts colleges received College Provisional Certificates for high-school teaching in the period from 1921 to 1931. The state teachers colleges, whose work is fundamentally the training of elementary teachers, graduated 2,412 secondary teachers from 1927 to 1931. The average cost to the state to educate a student for one year is \$251 or a total of \$1,004 for the four-year period. If the twenty-two thousand graduates of liberal arts colleges had gone to the state colleges for their training, the taxpayer would have been obliged to pay the twenty-two millions it would have taken to educate these teachers. The liberal arts college is training superior high-school teachers at no cost to the public. To deny her this privilege would mean an unnecessary increase in the taxes of each one.

If we allow the colleges to come under the control of a centralized power, we are removing immeasurable benefits from the college student himself. Are the parents of young men and women willing that their sons and daughters attend schools in which religion is neither taught nor expected since the state may not interfere in religion? The liberal arts college aims for the preservation of religious knowledge which is a part of genuine culture. Remove the college of liberal arts and you definitely weaken the moral influence in higher education.

In a recent study made for the advancement of college teaching, the results showed the faculties of the liberal arts colleges to be superior to those of the state schools in broader cultural preparation. Shall we centralize education to the extent that we shall be denying young men and women the opportunity of instruction under men whose educational horizon is not confined to a specialized field? The better plan would be to allow the two types

of college to exist side by side and thus insure a colorful pattern for educated society.

The constituents of the liberal arts college and church-related college must understand that the tide is sweeping strong against their very existence. The church college will be carried forward only as Christian people will back her with students and funds. The superior opportunities afforded by these colleges justify their continuation. We must unite to meet the challenge of a material, practical-minded world. The liberal arts college will not bow to the exigencies of a government controlled system of college education. She shall face the challenge and, conquering, forge on to greater heights of service.

Let youth be sure of this—there are a lot of things yet to be done in the world it is inheriting. It is not a finished world. It is a world standing on the frontier of new discoveries, inventions and achievements, a little breathless from the pace set by the twentieth century, a little bewildered by the tools and techniques it developed in its haste, but with a vast domain yet to master and with a vast reservoir of energy to be employed in the undertaking.

Let youth realize that it is a world in which, if energy is to be advantageously used, knowledge and skill and capacity for clear thinking must play a larger part than ever before. Recognition of that fact is the basis for encouragement, because whatever opportunities may seem to be temporarily lacking in this period of pause, the opportunities for gaining knowledge, acquiring skill and training the mind to think its way through problems are abundantly present.

To youth, then, we say, keep your feet on the educational road. You have time now for preparation that may never come again. And the day to use what you know may be nearer than you think. When it comes, first call will be for the fit.—*Editorial, The Chicago News.*

HIGHER EDUCATION AND VITAL RELIGIOUS LEADERSHIP

STUDY AND RECREATION IN SUMMER INSTITUTES

THE GENERAL COUNCIL of Congregational and Christian Churches held their meeting in June at Oberlin College, and the program took the form of ten seminars for the discussion of current problems of interest to church people. Seminar IV was devoted to Christian Higher Education, with President Irving Maurer of Beloit College as the leader. No fewer than sixteen or seventeen college presidents participated in the discussions, along with numerous other representatives of the churches. The general topics were "Higher Education and Our Churches," "The Teacher and Teaching in Our Colleges," "The Students, Their Work and Activities," "Our Colleges in an American Social Order," and "The Financing of Higher Education in Church Related Colleges."

The discussions were of so vital a character that the suggestion was made to the General Council that their future sessions be held on college campuses.

THE SUMMER INSTITUTES AT DUKE UNIVERSITY—1934

THREE institutes for ministers and other religious workers were held simultaneously at Duke University, June 11-22, 1934. These were the North Carolina Pastors' School, the Duke Institute of International Relations, and the Rural Church Institute at Duke University.

The North Carolina Pastors' School with approximately 350 registrations, chiefly ministers, conducted its sixteenth annual session. There were 250 credits earned in this school by members of the North Carolina and Western North Carolina Annual Conferences of the Methodist Episcopal Church, South, by sixty-seven students of the School of Religion at Duke University, and by members of other conferences and denominations in the adjacent area. All credits were based upon attendance upon ten sixty minute class periods, the reading of a text, and written assignments. This school is conducted annually under the auspices of the two North Carolina Methodist Conferences,

the General Board of Missions, and the General Board of Christian Education of the Methodist Episcopal Church, South.

The Duke Institute of International Relations held its second annual session with approximately 150 registrations. No certificates were given by this Institute though insistence was made upon regular attendance upon the several series of lectures. The Institute is under the auspices of the American Friends Service Commission, and seeks to reach public and private school teachers, ministers, and other social and religious workers.

The Rural Church Institute at Duke University held its first annual session in 1934, with approximately fifty registrations. This institute was planned and sponsored by representatives of eight denominations: Presbyterian, Baptist, Christian, Methodist Episcopal Church, South, Methodist Protestant, Episcopal, Free Will Baptist, and Lutheran. Its purpose is to bring instruction, inspiration, and recreation to ministers and other religious workers of all denominations who are interested in the rural church. The sponsoring denominations were contacted last year and it is hoped that other religious bodies will become interested during the next and succeeding years.

Duke University has given the fullest cooperation in the promotion of all these institutes. The three groups have been desirous of avoiding overlapping of service to ministers and religious workers, but have sought to exchange credits and privileges so that all who attend may have a wide choice of classes, lectures, forums, and addresses.

The events that attracted the largest attendance and produced the greatest interest were the address by Mrs. Roosevelt in the Duke Stadium and the Sesqui-Centennial pageant entitled "Marching Men of Methodism" written by Professor H. E. Spence.

Plans are under way for the annual sessions of all three of the institutes in 1935. The managing boards are cooperating to make the next series of institutes more successful and more widely attended.

THE CHICAGO PASTORS' INSTITUTE, 1934

THREE HUNDRED AND SIXTY-FIVE pastors and their wives, representing thirty-nine states and provinces, at-

tended the third Pastors' Institute conducted jointly by the Divinity School of the University of Chicago, the Chicago Theological Seminary, and the Disciples Divinity House, July 30 to August 5. Of the twenty-five denominations enrolling students, the Disciples contributed the largest number with ninety. There were fifty-eight Methodist-Episcopalians, forty-two Congregationalists, thirty-six Presbyterians, thirty-five Baptists, and twenty-four Lutherans. The outreach of the Institute was extraordinary. States as widely scattered as Maine and California, North Dakota and Texas, Washington and Georgia, were well represented. And a considerable delegation came down from the Province of Ontario.

Dr. Charles Clayton Morrison of *The Christian Century* preached the opening sermon in the University Chapel, which was filled to capacity. He demanded that Christianity conceive its task in terms of the Kingdom of God, interpreted not as a private religious experience but as a social goal. Such a conception, it was foreseen, would doubtless result in constant tension, perhaps serious conflict, between the church and the political state. Twenty minutes of worship, beginning at 8:20 A.M., were followed by nine courses of study.

On one evening the remarkable talking picture recently completed by the Oriental Institute, "The Human Adventure," depicting the explorations of the fourteen great archaeological expeditions of the Institute, was shown to a capacity audience in the lecture hall of the Oriental Institute. Dr. Charles Breasted, who was largely responsible for the making of the picture, introduced it with a brief address. On other evenings Dr. A. E. Holt lectured on "The Church in the National Process"; Professor Gregory Vlastos of Queen's University, Kingston, Ontario, on "Current Trends in Religious Thinking," and Dr. W. S. Sadler, eminent Chicago psychiatrist, on "What the Pastor Can Learn From the Psychiatrist."

The fourth annual Institute will be held the week of July 29-August 3, 1935.

LAY LEADERSHIP IN PROTESTANT CHURCHES is a well authenticated document, replete with suggestions of a most practical nature. It reports the results of a careful inves-

tigation within a most vital field concerning which we have had until now little real knowledge. For the first time the great influence of *Biblical instruction* and the significance of *adolescent experience* are set forth statistically as the leading features in the development of lay leaders.*

The study leads to the conclusion that in nearly all the more qualitative indices of leadership, there is a very marked superiority in favor of the college-trained group as a whole. By far the most important factor in college training is the degree of active and direct participation in social—and religious—leadership responsibilities and in discussion or study groups which have attempted to think through to some extent the problems of war, race, industry, and social problems in general, and the place of Christianity in these problems. It is evident that the special courses in "lay leadership training" which have been promoted for some years do not register measurable results in any degree like the methods already referred to.

The author, Leo Vaughn Barker, has rendered an important service to Christian education in the painstaking care he has taken in the production of this book.—*R. L. K.*

BETTY FOLSOM and H. W. Hepner have made a significant contribution to our knowledge of human relations in changing industry. Reference is made to their bibliography in *Progressive Education* for April-May, 1934, pages 317 ff.

"THE MARKS OF A MAN" as found in a verse of Henry Van Dyke's:

Four things a man must learn to do
If he would make his record true:
To think without confusion clearly,
To act from honest motives purely,
To love his fellowmen sincerely,
To trust in God and Heaven securely.

* *Lay Leadership in Protestant Churches.* Leo Vaughn Barker. Association Press, New York, 1934. \$2.50.

MEETING REALITY IN STUDENT CONSCIOUSNESS

JESUS ON THE CAMPUS OF AN AMERICAN COLLEGE

BISHOP WILLIAM F. ANDERSON

PROFESSOR OF THE HISTORY OF RELIGION, CARLETON COLLEGE

AFTER two years of actual contact with student life, are you pessimistic of the youth of our day?" The question came from a young pastor who has an enviable record of success in dealing with young people.

"Not at all," was my immediate response. No, I am not pessimistic of the youth of our day, and least of all of the college youth. But, I confess, I am deeply concerned about the methods of some of the teachers of youth, both inside and outside college circles.

A recent writer upon the subject of college instruction in religion claims that the apologetic, half-afraid attitude characterizes a very large proportion of the teachers of religion in the colleges. As to how widely the charge is true, I do not claim to know. But, wherever it is true, it is most unfortunate. No class of young people are keener to discern such a spirit than college youth. They will not abide any man who undertakes to "put anything over" on them, who does not believe whole-heartedly in the cause which he himself espouses. There was more excuse for such an attitude in the years past when, in the minds of many, science seemed to hold the field rather undisputedly against the teachings of religion. But fortunately we are now in a new day in that regard. The recent findings of science as frankly stated by many of the leading scientists, such as Jeans, Eddington, Milikan, and others, vindicate the claims of religion when it is conceived sanely and scientifically.

Religion now stands in its own right as firmly as the teachings of science. No man is fit to teach religion in our colleges who is not aware of this significant change and, who has not made adjustment in his own thinking and method resulting in a confident reaffirmation of the essential truths of the Christian revelation. Any professor in the department of religion who fails to make

this important adjustment is sure to be regarded by student youth as a "pious fraud." Such teaching belittles and discounts the whole subject of religion.

Another point is of great importance. The most successful approach to the student religious problem is through the ever resistless personality of Jesus. If the approach be either doctrinal or dogmatic, it is doomed to failure before it begins. College students as a rule have little interest in theological discussion. It is easy, however, to interest them in the study of Jesus' unique and perfect manhood. At the start and far into the course, emphasis should be placed upon the perfect natural humanness of Jesus. The method of instruction should follow the experience of Jesus' own life. This started at the human and gradually developed into the growing consciousness of the deeper truths of experience and life. If this method be followed, definite results will be achieved.

My own experience in dealing with representative students of both sexes in Carleton College is conclusive demonstration of the claim. It was required that each of them prepare a paper for the semester just closed, which would set forth his own idea of the character of Jesus and his relation to the student's own life. There was no designation as to the length of the paper. Original treatment of the subject was especially emphasized. Here follow excerpts from some of the original discussions as handed in by members of the class, some seniors, some juniors. They speak for themselves in rather remarkable fashion. In their church affiliations these seven students represent the following denominations: Baptist, Congregational, Episcopal, Lutheran, Methodist, Presbyterian, and Roman Catholic. Leaving denominational peculiarities, the importance of the study of Him who is Master of each and all was strongly stressed. Some of those quoted were among the strongest students of the college student body, numbering more than seven hundred and fifty. Other discussions of equal merit might have been included. The excerpts from these few representative discussions show how real, how practical, and how personal became their interpretation of the meaning of Jesus for experience and life. Nothing could be more important for the future of civilization than the winning of the student mind to the Christian point of view. It is not an easy task, to be sure, but it can be done. What stronger confirmation

could be desired to support the claim, than that which is furnished by the discussions which follow?

Jesus Necessary to Right Living

I first learned of Jesus when I was a child. Since then I have become personally acquainted with Him. I tried to get along without Jesus and his religion for a few years, and they were the most miserable years of my life.

Until I reached the age of sixteen, I had lived a clean moral and upright life. The boys I chummed around with were Christian boys. Then a big change came over me. I started to college and the boys there seemed to live an entirely different kind of life.

I remember one night a conversation with a group of boys. We got to talking of religion, and I happened to be the only one who believed that Jesus had really been here on earth. The others did not believe in the Bible. I allowed myself to be persuaded that I was mistaken. For about three years I led a very worthless life. Then I enrolled in this class in religion and I soon found the conclusive arguments, that I at one time lacked, and I can now prove to the boys that Christ was really on earth. Since then I have gone back to my clean upright mode of living, and I am now happy again.

Jesus the Guide to a Better Brotherhood of Men and Nations

The teachings and personality of Jesus remain the only true guide to a better brotherhood of men and nations. Our greatest difficulty today is to combat popular indifference to the Bible and its contents; people are ignorant about the illuminating teachings of Jesus and so they can not live a Christlike life. Those who can not be active leaders because of limited ability must be living examples of the truth which Jesus taught. After all, the most impressive means of bringing Jesus' character to mankind is to live like Jesus has taught us in the New Testament. This semester's work has aroused my greatest interest in Jesus and I hope that this will only be the beginning of a lifelong study of the greatest personality which mankind has ever known.

Jesus—A Friend Like a Father

Ever since I was a very little child, Christ has played an important rôle in my everyday life. When I was young, my parents taught me to say the Lord's Prayer, and as I have grown older, I have added my own thoughts and wishes to it, so that now I have both the Lord's Prayer and my own prayer. At first I had to be reminded by my Mother to say

my prayers, but as I have grown, they have become a part of my life. With me praying has become a definite thing, for when I am nervous or worried, I pray for help, and when I am happy and glad, I pray my thankfulness.

With me, Christ has become as a second father who rejoices with me in times of success and joy, and who helps and comforts me in times of stress. It is hard for me to put in definite words just exactly how I feel, but perhaps an actual illustration from my own life can best express my meaning. I have always been in athletics, and especially in track. Before every race I have ever run, I am very nervous and shaken. The one way I find comfort and confidence in myself at such times is by offering up a prayer of help to Christ, and in this I talk to Him exactly as I would to my very Father, and when I am finished I feel confident that Christ gives me strength to run a good race. I have found our class in religion one of much interest and value. This has opened a new light upon life.

Jesus Stands Head and Shoulders Above All Others

It is with considerable regret that I write this paper, as it means the termination of a course which has made God and religion far clearer to me than ever before. Unfortunately, I have never given religion a great deal of thought, probably because I have always regarded it as something fixed and which one automatically accepts. I realize now that it is an immense field of study, to which one may freely give his own interpretation.

I am thoroughly convinced that Christ was the greatest personality that ever has been known; and this is quite natural in that he is the son of God, who is the ultimate of all intellect and reasoning.

Even if we were to assume for a moment that Christ were not God, I can not understand how anyone would not be willing to follow the perfect example that He set for us. Surely no man has ever lived more in accordance with all the rules and precepts of morality and justice than Christ. His love is tender and gentle, yet manly. He is often pictured as not being very virile, but in that I believe Him perfect. I feel that He must have been physically perfect too—a man who stood head and shoulders above the crowd in every possible way.

My religion may seem ridiculous to some, to me it is not; I realize that it is indefinite, but the greatest part of it is what I hope is a companionship with the Master. I feel that He knows when I try to do something especially well, and the fact that He knows is all that matters—it is the best, the

finest reward. Many times, when everything has gone wrong, I am discouraged and perhaps a little lonely when it is twilight. It has always helped me to leave people for a little while and go apart where it is quiet. I've looked at the sunset and my heart has whispered to God that I need Him and His help, and then suddenly a great peace fills me and the Christ who is my friend says: "Don't worry—I'll always be with you. Now forget your troubles and run along." And so I find myself happy again and ready to go back and fight my problems, because the Master has understood and helped, and because my belief in Him and in life has been strengthened.

Jesus—A Real Living Person

Because this is a term paper, and because it comes at the close of this course, I wish to say a few words concerning what I have gotten out of the course. Primarily, I have received a more vital interest in the subject of religion. To be sure, I have always been interested in religion in a vague sort of way, but up to now I have not felt myself at all capable of giving a good convincing defense of it. Such things as the arguments for the resurrection of Jesus have not only strengthened my belief, but they have given me good material to strengthen the belief of others.

Jesus has come to mean to me a real, living person. He has ceased to be someone to stand in awe of, to look at and reverence from a distance. He is right down here on earth, always near. Jesus is to me a living comrade always present and always anxious to be of help if I but call on Him. Jesus is often pictured as sitting way up in heaven at God's right hand looking down on us and watching for every false move we make. My Jesus is not that kind. He is capable of infinite understanding. He knows how easy it is for us to make mistakes, and he feels deep sympathy for us when we do. I have come to think of Jesus as a friend as real and vital as any I have ever had. He walks with me in everything I do and is always ready with counsel and advice. I think of Him as a living man with shoulders squared, firm foot, and shining eye. He wants me to be the same. Jesus does not wish us to grovel in the dust at his feet; he wants us to stand up on our two feet and be men.

Jesus Like a Hidden Spring of Life in Actual Experience

The coming of God's radiance through Christ into our lives is possible only at those times when we are receptive. It is as if someone were knocking at a door, ready to enter, but unwilling to do so until the man inside should heed the

knock and throw open the door. Everyone knows that there are times when "the man inside" is either too indolent or too immersed in other interests to let the Light come in. These are the periods of spiritual apathy, when faith is neither hot nor cold, but lukewarm. In order to regain our spiritual keenness then, we need to stir up "the man inside," that is, awaken the latent capacity for faith. Sometimes this is done for us by a sudden jolt of experience; sometimes we do it for ourselves—in a swift recollection of what we are missing. No matter, however, by what means "the man inside" is brought to life, it must be done. Otherwise, the radiance of God is lost by default, and we are poorer and more desolate than we were even while wandering in the far country. Is there anyone so forlorn as he, who having once discovered the Presence of God, lets it slip away from him by going spiritually to sleep? If and when we have temporarily shut Christ out of our lives, let us be sure that His knock upon the door does not go unanswered.

We are frequently led by our confidence in human reasoning to think that faith can be built up by merely rational means. This is not the case. Faith comes from a source beyond the reach of our conscious minds; although, to be sure, our minds are able to direct the flow of spiritual revelation into the channels of intelligent thought. Like a river, religious experience comes down from hidden springs.

Jesus—The Secret of All Progress, Personal and Corporate

Three months ago last Friday I was in the city of New York. One of the first things that I did was to get in touch with a high school chum. I had known this young man for many years. He had always had the highest ideals and had been continually striving to reach the pinnacle in his profession. He is a musician, and musically he had progressed rapidly, but his philosophy of life had not kept pace with the fine quality that so characterizes the symphonic music which he had come to love so much.

In a modest restaurant, a stone's throw from the Pennsylvania station, my friend reenacted for me the events that had taken place since we had last been together. He had not been fortunate in the acquaintances that he had made since arriving in New York. His high ideals had been crowded out of his life by his continual search for sensual pleasures. He no longer could see any advantage in leading a good life. To him "wine, women, and song" were the requirements for a happy and full life. The conversation thus far had revolved about the two of us, but at this point I took the liberty of introducing another personality into our dis-

cussion. However, upon my mention of Jesus, my friend leaned toward me and looking me straight in the eye, said, "Jesus is a myth, and I am not the least bit interested in legends."

I explained to him what Thomas F. Opie had so effectively said in a recent article: how this ideal, this myth or legend of which my friend has just spoken, has been the most powerful single force in two thousand years of civilization; how this fairy tale for children as my friend described it, has given us love for hate, purity for lust, fineness for filth, hope for despair, optimism for cynicism, and brotherhood for misanthropy; how this myth has produced the world's noblest literature, the world's highest art, and the world's divinest music.

That evening we attended a concert of the Philharmonic Symphony Society at Carnegie Hall. And with the conclusion of the final notes of Beethoven's Symphony No. 9 in D Minor, under the baton of the guiding genius Arturo Toscanini, my friend grasped my hand, looked at me, but said nothing. But to me that silence meant more than words, for he once again had made contact with our Lord and Saviour, Jesus Christ.

My only regret is that I did not then have the religious background which this course has afforded me. How much better I could have counselled my erring friend. How much more wisely I could have stimulated his dying belief in Christianity. How much happier I could have left him!

I was greatly interested in the May issue of the Association BULLETIN. I devoted a good part of the day yesterday to reading it and I got great inspiration and courage from the articles.—*B. F. Geer, Furman University.*

I wish to thank you for your kindness in sending me the very interesting number of the May BULLETIN. It contains many things of great interest to educators both at the college and secondary level.—*J. B. Johnston, College of Science, Literature and the Arts, University of Minnesota.*

The new issue of the BULLETIN is indeed very stimulating and I had meant to write before now and say how fine I thought it was.—*Joseph Brewer, Olivet College.*

The May BULLETIN possesses much of the vitality of the conference itself, and is a valuable source of information and points of view on the most pressing present problems of college education.—*Ruth Strang, Assistant Professor of Education, Columbia University.*

AMONG THE STATE AND REGIONAL CONFERENCES

PUBLIC OPINION AND EDUCATIONAL STATESMANSHIP

OHIO COLLEGE ASSOCIATION CONFERENCE

A CONFERENCE of Ohio college presidents and other Ohio college officials met in Columbus, October 5 and 6, to discuss urgent current problems associated with student recruiting, guidance and admissions practices. The organization of the program was distinctive in that no formal addresses were scheduled. The discussion was composed of short, extempore remarks from the floor. The evening program consisted of a dinner meeting followed by a panel discussion.

Throughout the conference there was evident a spirit of friendly cooperation and a mutual recognition of common interests. The conference, composed of some 125 college executives, instructed the Committee of College Entrance, under whose auspices the conference was held, to undertake a program of fact-finding and to report the data obtained together with any recommendations at the annual spring meeting of the Association. The personnel of this Committee includes R. W. Ogan, Muskingum College, Chairman; Helen B. Dunlap, Lake Erie College; H. B. English, the Ohio State University; Kenneth I. Brown, Hiram College; H. A. Toops, the Ohio State University; Donald M. Love, Oberlin College, and A. F. Southwick, Wooster College.

The BULLETIN of the Association of American Colleges for May (pp. 234-239) summarizes the report of the Committee on College Entrance for the spring meeting of 1934. It was hoped that out of the further investigation and study of the Committee and the associated Committee on Field Representatives substantial progress might be made in Ohio colleges for the elimination of any unwholesome practices, and the substituting therefor of any constructive practices that are in accord with valid educational objectives.

Dr. Robert L. Kelly was present during one afternoon session of the conference and spoke in a very appreciative manner of the efforts which the Ohio College Association was making to-

ward the solution of the problems confronting its members. He asserted that the Ohio Association is in a strategic position in that it may develop methods of solution generally applicable throughout the country.—*R. W. O.*

MICHIGAN COLLEGES COOPERATING

THE ASSOCIATION of church-related colleges in Michigan meets twice a year for the discussion of affairs of mutual concern, and in general the president reports effective cooperation results. Much has been done to unify procedure with regard to various matters. One of these is athletics. No mandates have been issued to the Athletic Association, but quiet pressure has been exerted on individual representatives and on the group by which several desirable improvements have been made without friction.

Occasionally the Association has arranged for joint advertising and for joint representation in other ways. A representative serves as a member of the Michigan Educational Planning Commission, a new organization which seems to promise significant values for public education. Indirectly, of course, the church-related colleges will be affected.

The Association has enabled the church-related colleges to protest as a unit the encroachments of the State Board of Tax Administration, which recently attempted to tax the purchases of the colleges and the sales in the dining halls and bookstores. Under such a plan, a large part of the college transactions would have been subject to double taxation. Much of the tax on purchases was avoided by buying outside the state, but on such purchases as fell within the state, the protest will serve as basis of a later claim. If eventually the matter is taken to the courts, the colleges will stress the Constitution of 1908 which provides for the fostering of education, and the court decisions which say that "exemption from taxation is the only form of encouragement that our laws provide."

As to the dining halls, the Association contended that they are necessary parts of the operation of the colleges and not retail businesses within the meaning of the law. After several conferences with the Board of Tax Administration, the Attorney General's Office and the Governor, and patient adherence to the joint

program, the colleges were assured that there would be no further attempt to collect the tax on dining halls, that the law would be re-studied to find, if possible, a ground for exempting the colleges from the tax on purchases. A peculiar phase of this law is that it provides for a direct appropriation from the proceeds of the tax to the University of Michigan and the Michigan State College. In effect, therefore, it takes from one type of institution to give to another. The Association intends to stress the inequity of such a procedure before the next session of the Legislature and before the courts, if it is necessary to appeal to them, and believes that the colleges will win their case in both. This is felt to be a crucial matter. If consent is given to one form of taxation, it is making the way easier for the imposition of other forms of taxation, and the colleges, as a unit, will not surrender though they recognize that the battle may be fierce and costly.

CONFERENCE OF CHURCH RELATED COLLEGES OF THE
SOUTH

THE third annual conference of Church Related Colleges of the South was held at Asheville, N. C., on August 15, with a full and enthusiastic attendance. The following report of the Findings Committee was adopted by unanimous vote:

Report of Findings Committee

It is the sense of this conference that non-profit-making colleges and universities, whether tax-supported or non-tax-supported, are all alike public institutions and render public service, and should, therefore, be treated alike in all federal relief measures in the field of education. With such a principle assured by the national government, each institution would have to decide for itself whether it wishes to qualify for federal aid.

We believe that the interests of American life will be best served by many institutions of the liberal arts college type, scattered widely over the country—institutions that emphasize sound scholarship, the development of personality, and the training of Christian character.

These institutions are now providing higher education for more than half of the college students of this country, and they thus effect vast savings to the taxpayers. They should be recognized as public institutions, and in all possible ways they should be encouraged to serve, and be made strong for serving, the areas where they are located.

We believe that a serious situation is developing in connection with the competition for students by institutions of higher learning and the growing insistence of students that their college education must be financed in whole or in part by the college. We accept the principle that in all ordinary circumstances the tuition of the student in an institution of higher learning should be paid by him or by his parents or in some other way by endowed scholarship or gifts or loans by interested friends. In all actual cases of need, scholarships or loans should be awarded to worthy students to the extent of the need and the ability of the college to finance the necessary scholarship funds.

We note with regret that in some of our colleges, supported by tuitions and endowment, there is a tendency to exceed this limit, and that on the part of tax-supported institutions there is a tendency to charge no tuition or to fix tuition rates so low that all students are enjoying the equivalent of large scholarships. This constitutes an unfair burden on taxpayers and an unwise pauperizing of the students themselves, and sets up a ruinous sort of competition with non-tax-supported institutions.

We call upon all institutions of higher learning to fix and maintain reasonable tuition rates that are fair to the students, to the faculty, to the donors of endowments, and to the tax-paying public that sustains the institution. We pledge our cooperation to the committee of the Association of American Colleges, now studying this whole problem, and urge a prompt and thorough report on the present situation and on methods of cooperation that may help to remove the unfair practices prevailing today.

W. P. FEW, Duke University, *Chairman*

Asheville, N. C.,
August 15, 1934.

THE JUNIOR COLLEGE IN PENNSYLVANIA

SHALL THERE BE ORDERLY AND SOUND GROWTH?

THE Association of College Presidents of Pennsylvania is a pioneer in undertaking to control the multiplication of junior colleges in that state. A committee of the Association consisting of President R. D. Hetzel, *Chairman*, Homer P. Rainey and C. C. Ellis recently reported as follows:

The subject of the junior college has been before this Association more or less informally during the past four years. From time to time reports have been submitted by special committees appointed to consider this subject, but to date the Association has taken no definite action.

At present the number of such institutions very considerably exceeds 500. During the past two years the number of such colleges formally organized and definitely designated as junior colleges has been very considerably supplemented by the establishment of institutions functioning in most respects as junior colleges but not definitely designated as such. Many of these new agencies have been set up in response to the peculiar needs and demands of the so-called depression period. For example, thirteen units of this type have been established in the neighboring State of New Jersey as a means of providing employment for teachers. These have enrolled during the past year in excess of 1700 young men and young women, 85 per cent of whom were graduated from high schools during the past two years. It seems evident that the junior college movement continues to grow and to spread. While the economic distress of the past four years has operated to retard the rate of increase of these institutions in certain respects, particularly in the establishment of the more formal types, it has at the same time resulted in the establishment of many emergency educational agencies which closely parallel the junior college organization, and many of which will in all probability be converted into formal junior colleges.

In our own State only one new formal junior college has been created—namely, the junior college at Wilkes-Barre maintained by Bucknell University. The committee further understands that one existing junior college—namely, the institution at

Uniontown previously maintained by the University of Pittsburgh has been discontinued. So far as the committee is advised, therefore, the number of junior colleges in the State—namely, seven, has not been changed in the course of the past year. What may be called emergency or temporary services set up in response to insistent demands for service comparable to that provided by the junior college but administered as extension work have been developed under the auspices of some of the colleges and universities of the State. The most formal of these consist of a year of instruction of freshman credit given at Altoona by Juniata College and at Sayre, Towanda, Warren, and Bradford by the Pennsylvania State College. Other colleges and universities have been giving consideration to ways and means of dealing with the problem of serving the some 200,000 high-school graduates unable to attend institutions of higher learning and unemployed, but so far as the committee is advised this statement fairly well comprehends the more formal action taken during the course of the year. It is the conviction of your committee that conditions obtaining in this State are so nearly comparable to those obtaining in other states where the junior college movement has taken definite form and assumed very considerable dimensions that it must be conceded that the problem of providing educational opportunities in this field in Pennsylvania is becoming increasingly imperative. It is the belief of the committee that definite steps should be taken to formulate a policy and plan by which these demands can be met by an orderly procedure best designed to serve sympathetically and constructively and with full and proper consideration of the existing educational institutions and resources.

It is the judgment of the committee that procedures now established by law are inadequate. Under the terms of the existing statute only those agencies serving in the junior college field which are set up by agreement between an existing college and a public secondary school and those which can be reached through the accrediting powers of the State fall under the jurisdiction of the State Council of Education.

In an attempt to meet the present situation, the State Council of Education has set up standards covering the accreditation of junior colleges which appear to be comprehensive and sound, but because of the limited jurisdiction of the State in this matter this

provision is wholly inadequate. In addition to this statement of standards the various accrediting agencies also have set up a procedure for accrediting junior colleges, but again jurisdiction is so indefinite that the influence of these agencies is of limited effect. In short, the State now faces the possibility, if not the probability, of the rapid development of a new educational unit in the absence of such controls as would guarantee orderly and sound growth and proper placement in the educational program and structure of the Commonwealth.

Your committee is of the opinion that the junior college will best serve this State if it is developed in response to the clearly defined needs of the several communities of the State and as an integral part of the public school system. The committee further believes that, if so developed and administered, the junior college will be concerned primarily with terminal programs designed to prepare for service in the trades and vocations peculiar to the community in which it is located, and that instruction in duplication of the two-year collegiate program will prove of secondary and diminishing importance.

In view of these circumstances your committee recommends that the State Superintendent of Public Instruction be requested to undertake a thorough study of the junior college problem in Pennsylvania, . . . for the purpose of determining the most constructive policy and procedure for the development of an educational ministry in this field and for the formulation and passage of such legislation as may be necessary to guarantee its effective establishment.

It is further recommended that the Association by resolution urge upon its members that pending the development of a policy and a procedure as heretofore proposed, such member institutions restrict their activities in this field to temporary measures designed solely for service in the present emergency; and that in all cases formal programs of instruction designed to parallel the first year or two years of college instruction shall not be undertaken in any instance for a period of more than one year at a time, and that in no instance shall such units of instruction be established without first submitting the proposal to the State Superintendent of Public Instruction for advice and counsel.*

* It may be added that the State Superintendent of Public Instruction is cooperating actively in this statesmanlike program.—R. L. K.

STATE POLICY IN HIGHER EDUCATION

J. H. REYNOLDS

PRESIDENT OF HENDRIX COLLEGE

GUIDING PRINCIPLES AND CONDITIONS

SOME basic conditions and principles that should guide in building a state program of higher education:

1. *State Responsibility.*—The state is under obligation to guarantee to its people the quality of higher education. For the most part, the American states have not set up any competent central agency to do this. Most states are extremely loose in chartering colleges and in founding tax-supported institutions; and they give practically no supervision of the quality of their work.

2. *Localism and Institutionalism.*—A cardinal weakness in American higher education is that the states have followed the tradition of individual and local initiative and control. Each college has a board of trustees, and its policy, whether church-related or tax-supported is determined almost entirely by said board, local community and its president, often without reference to the higher educational needs of the state or of the church, or how these needs are being met by other institutions.

3. *Too Many.*—Owing to the absence of state planning, new institutions, tax-supported and endowed, have been established by the persistence of their founders or by the zeal of local communities or churches, rather than in response to vital needs of higher education. The result is many American states like Arkansas find themselves with institutions uncoordinated, unduly competitive, and with an undue burden on taxpayers or churches.

4. *Central Control.*—All colleges, whether church-related or tax-supported, should be under the supervision of some central authority: church board, if church-related, and state board, if tax-supported. In addition, a central competent state policy-determining body must supervise not only the granting of charters, but also the quality of work that each college does. Both tax-supported and church-related colleges are alike sinning against a sound, unified program.

5. *Central and Student Support.*—Both church and state schools sin against sound higher educational policy in their greed for numbers through cutting expenses to the student far below cost and by throwing too much of the burden upon the taxpayer or upon the church. The depression and excessive number of colleges have made this unholy competition extremely acute. During the preceding decade, in a period of prosperity, legislatures could be wheedled into making large appropriations, and churches and philanthropists responded to appeals for funds. The depression has cut deep into the income of both classes of institutions. This has accentuated the desire for numbers in tax-supported schools to impress the legislature and in endowed colleges for income. Both classes of institutions reduce charges both in fees and in room and board to the minimum—far below cost of these services. For the present, the poor teacher is made the goat, and is reduced almost to sweat-shop conditions. The social consequences are lowered standards and poorly equipped leaders.

Society, whether organized as a church or the state, should not bear all this cost. Higher educational costs, whether in tax-supported or endowed colleges, ultimately fall upon society. There are two parties in interest in higher education, one the state or the church whose interest is a trained leadership; the second party is the student himself. The child in elementary schools is helpless, and the entire cost of his education is properly borne by society; college students are mature young people and their college training will multiply their productive power. They should therefore bear a substantial part of instructional cost and all of their living expenses.

There is much sickly sentiment about the poor boy or girl. The poor boy or girl who has rich gifts if given half a chance is going to get an education. Scholarships, loan funds, and self help opportunities are sufficient to take care of all such students.

Free higher education brings two grave social evils: First, it builds into future leaders a feeling that society owes them a living, and people thus educated will lead the country in paternalism—now a menace to our free institutions. Second, free higher education exercises an unnatural influence in drawing to colleges and therefore into white-collar jobs young men and women whom nature has not qualified and who become a social

menace through overcrowding positions for which no amount of education will qualify them.

6. *All colleges*, whether tax-supported or church-related, are public. There is nothing private whatever about a church or endowed college. Its buildings, endowment and income can no more be used for private purposes than can the property and income of the state university. A state is unwise when it permits its tax-supported institutions to menace the life of church colleges by unduly reducing educational costs. The state has encouraged churches and philanthropists to put millions and even billions into endowed colleges, and it should be a cardinal state policy to protect these institutions and these investments.

America is fortunate indeed in having a dual system of higher education—tax-supported and endowed. If all higher education in America were church-related or endowed, we might have religious bigotry or ultra conservatism. If all higher education were tax-supported, we would be in danger of extreme elements like Socialism or Communism seizing and using these institutions as propaganda agencies in perpetuating this form of social control. Germany and Russia are notable examples of where the dominant political parties have seized the higher institutions and are using them to perpetuate, respectively, Naziism and Communism.

7. *Attempting too Much*.—Another fundamental evil inherent in localism and institutionalism now dominant in American higher education is that they cause the majority of institutions to attempt too much. This policy of shooting a shot-gun, of covering creation in the course of study, is the logical consequence of local and institutional control.

8. *Trends Towards Central Control and Central Planning*.—Happily, for the last few years there are indications of tendencies away from localism to central control. Many states, notably Georgia, North Carolina and Oregon, have substituted one board of control, and some have placed the executive leadership of all the schools in one hand. Churches are merging and consolidating, and are beginning to establish central control.

A PROGRAM FOR ARKANSAS

In the light of these principles, wise state planning among church colleges will be along the following lines:

1. *Part of a State System.*—These institutions will recognize the sovereignty of the state and will welcome and conform to measures to guarantee standards. They will cooperate wholeheartedly in any state program for higher education.

2. *Fewer Colleges Federated.*—No denomination in Arkansas will maintain more than one college. Small churches will not attempt even one institution each; instead, they will cooperate in maintaining one college. All the churches in Arkansas should not attempt more than three colleges. Better still if all churches locate their colleges in one place and federate them like the University of Toronto.

For tax-supported institutions there should be:

1. *One Board, One President.*—The State of Arkansas should have only one board of trustees in complete control of all tax-supported institutions of higher learning. The board should elect one president for all of the institutions and locate his chief office at the state capital.

2. *One Institution.*—All tax-supported colleges should be declared one institution, probably named University of Arkansas, operating in different places and performing special functions assigned.

3. *Degrees.*—All degrees should be conferred in the name of the University, the diploma merely giving the name of the unit where the college work was done.

4. *Differentiation and Allocation of Functions.*—Guided by expert counsel, the president and board of trustees will differentiate and allocate sharply the functions of higher education among the respective units, assigning definitely to each its task, prescribe its course of study, select its faculty, and see that each school does the specific work assigned it, and nothing more.

5. *Board and President Prepare and Represent Budget before Legislature.*—The board and president after counseling with officers of the several schools will make up the budget for all the units and they alone will represent this budget before the legislature. No member of the staff of any unit will appear at the legislature to lobby for one of the schools. The board should substitute complete state planning and control for local and institutional control.

6. *Higher Educational Efficiency the Goal.*—A board of trustees made up of big men working with an educational statesman as president will build a unified program scientifically worked out. They may be able to utilize the plants of all schools and most of the officers.

7. The plan will foster the largest possible cooperation between state institutions and church-related colleges. All alike will lay a substantial fee or charge upon students—not primarily for the purpose of reducing the burden on the state or church, but chiefly to provide a more efficient educational service to society, though large economies will be effected.

DR. STEPHEN P. DUGGAN, Director of the Institute of International Education, who has recently returned from an absence of more than eight months in Europe, is delivering through the Columbia Broadcasting Corporation a series of Friday talks at 2:30 P. M., Eastern Standard Time, on political, social and economic affairs within that turbulent continent.

SENATOR ROYAL S. COPELAND: In terms of money, conservative estimates indicate that crime costs this country about \$13,000,000,000 a year. That is twenty-five cents out of every dollar of our national income—\$400 a second, day and night. One year of crime would pay the salary of the President of the United States for 17,000 years; one year of crime would pay the total expenses of our National Government, the cost of public education throughout the country, and leave more than enough to cover the war debts owing to the United States—debts that have threatened the economic stability of the world.

A cut of 6 per cent in our annual tribute to crime would equal the amount required to give every teacher in this country an increase in salary of \$1,000 a year. Since one-third of our teachers receive less than the sum specified in N. R. A. codes for unskilled labor, an increase of \$1,000 would go toward giving teachers that feeling of economic security which is so essential to effective service in any walk of life.

NEW CAMPUS HORIZONS

THE RETURN TO NATURE

MATOAKA PARK AND FOREST

AN EARTH-BOUND view of Matoaka Park and Forest, at the College of William and Mary, takes in twelve hundred acres of forest neatly divided into two nearly equal parts by the tree-like figure of Lake Matoaka—the trunk of which is almost a mile long. In the hands of the National Park Service, using CCC labor, a wilderness has become a beautiful park. It is accepted as “an extension of the campus.”

Then just what does “campus” stand for? A greensward between ivy-clad walls? Social activities in the large? Athletics? The student-life accompaniment of academic pursuits? The definition will be sought more earnestly as the idea of conservation and the appreciation of nature grows upon the public, and more colleges think of campus “extensions.” And wherever thoughtful people struggle with its delineation, the campus will assume new forms, on new horizons.

For all its beauty, Matoaka Park is to the business office only an addition to the physical assets of the college. More than that, it must be an addition to the teaching equipment if any college can be justified in owning it, for a college is a teaching agency.

But in the minds of those who have been trying to trace the new horizons there is no doubt about the utility of such a park as teaching equipment. One of the leaders is Dr. K. J. Hoke, Dean of William and Mary, who inspired the Matoaka Park development and has had immediate charge of it. He says, “In my judgment, from these natural resources can come to the student some of the greatest values which can go into the development of an integrated character. I consider fortunate the students of any institution who have the opportunity to mingle nature with higher intellectual development.”

In terms of educational value, there are in Matoaka Park about ten miles of foot trails and bridle paths threading the five hundred acres of parked forest on the east side of the lake; directly connected with the campus over Campus Bridge. About

half of this ten miles is along the lake or its long coves, some of which extend into the high ground for a thousand feet. Attractive rustic bridges, seats, lookout points, and other typical park features appear at intervals. While on the west side of the lake there are seven hundred acres of fine old forest.

There is the amphitheatre, called Players' Dell, which will satisfy the most matter-of-fact as a link between the tangible and intangible values of the park. A stage forty feet deep and fifty feet across the front is framed between great sycamore, poplar, pine and water-birch trees. The seating is on a natural slope, terraced for split-log seats arranged in four radial blocks, separated by wide aisles surfaced with gravel. Five hundred people can be seated, and a thousand more can stand or sit on the slope around the seats.

Here the Dramatic School may work upon a stage which is itself "in character" for many of the popular college productions. Physical culture exhibitions and class affairs are equally at home with orchestra performances, recitals, and lectures. No more fitting place could be found for teaching art, botany, and forestry. Intimate and informal, yet commodious and well appointed, Players' Dell comes nearer to the spirit of the park, and nearer to the definition of the new horizon, than any other feature, but only because at present it is the more readily translatable.

There is scope for the sciences. A transitional feature is "The Circle," one hundred feet in diameter, neatly turned in a depression on Loop Trail. In and around it will some day be assembled the representative trees, shrubs and flowers of the vicinity, not as specimens, but as informal plantings. A fair beginning was made last winter with about six hundred plants.

Beyond this circle, classes in taxonomy and dendrology, and "Nature Study" groups, may travel far along the trails of their outdoor laboratory in search of specimens, and understanding. Three varieties of pogonia, a native—though rare—orchid, are said to thrive here, and the varied topography, ranging from old swamps to cut-over high land, provides an almost unlimited field for the collector of plants and insects. Of interest to the geologist are two notable series in the Tertiary System, recording periods when this region was alternately ocean bed and coastal plain.

An outdoor classroom of vast promise is such a park to that school which has the courage to fare farther along the road than the popular acceptance of "conservation," into the cultural, educational, or spiritual values of nature which are inseparable from true, enduring, profound growth. These are values which illustrate, illumine, and inspire. Sound is that teaching which leaves its blackboards to interpret the pulsing life about us.

Intangible, at first thought, this new horizon. But perhaps that is only because we strive so hard to snub the simple things which have taught great men.

(Submitted by G. B. Arthur, State Park Division, National Park Service, U. S. Department of the Interior.)

MIDDLEBURY'S FOREST CAMPUS

APPRECIATION for natural environment has found a prominent place in the liberal arts program of Middlebury College. Faculty members and half the undergraduate body have joined in a movement to make their forest campus as much a part of the college life as are prescribed courses.

The Middlebury administration has determined that a liberal arts education cannot be complete without at least an appreciative introduction to one's natural environment, and it is now inclined to agree with Disraeli that nature can be as powerful as education in developing personality.

With the exception of two faculty consultants, the nature appreciation program is left to undergraduates. No courses on the subject have been announced as at Rollins; there is no dictatorship from a curricular committee. The program is carried out entirely by the association called the Mountain Club.

The Club was inaugurated in 1931 and each year since has seen the membership approximately doubled. It now includes a majority of the Middlebury enrolment and is the largest co-educational organization of its type in America. Each week-end several hundred students troop into the mountain on hikes, snowshoe or ski trips, intent on finding outdoor relief from study. The popularity of the Club was attested by the two freshmen introductory hikes last fall when two hundred registered for exploration of the Bread Loaf and Lincoln mountain regions. Twelve such organized trips have been taken during the past

four months. During this time many students have done over one hundred miles of mountain climbing.

Pedestrian trail traffic will never be a problem, for Middlebury College owns some fourteen peaks and a hundred miles of trail, much of it included in the famous Vermont Long Trail. On the 30,000 acre tract are eight overnight lodges available to students, several lakes, innumerable mountain torrents and trout streams. From the mountain lookouts or peaks above the timber line, student hikers catch views to the west of the great Champlain valley and fifty miles of lake out of which rise the Adirondacks. To the east is as wide a valley sweep with the White Mountains sixty miles distant as a backdrop.

Endorsed by the faculty and administration, members of which usually enter into the student outings, the increased emphasis on appreciation of natural environment has a more important place among extra-curricular activities than any other College society.

The movement is appreciably tempering the entire student body and is enlarging the student sense of values. Undergraduates are turning to a more sane and a more healthy form of recreation. The plan has been associated with the former student youth movement of Germany and with the newer stress upon individual rather than highly competitive sports, but it may be more accurately linked with the much older American "movement" championed by Emerson and Thoreau.

One does not need to go to the Alps to learn from a mountain guide that the trail brings into relief an individual's true character; Middlebury students have found this new gauge for discovering qualities of personality. Gradually, the College is building a new characterization for its undergraduate body through its program for better appreciation of nature.—W. Storrs Lee.

RECREATION PARK AT JAMESTOWN COLLEGE

AT JAMESTOWN COLLEGE, Jamestown, North Dakota, 19 acres of the campus have been dedicated to a Recreational Park and this portion is being laid out in a most beautiful park with playgrounds, a lagoon, stadium, shaded nooks, walks, and drives. The field involved is made up of large gulches, admi-

rably conformed by nature for a park. The principal feature is the huge stadium which is nestled in the largest arm of the great gulch and sheltered from winds and storms which so often mar games in North Dakota. It has always been spoken of as a "natural stadium." Some 200 men at work the past winter in this recreational park under the C.W.A. program were thus helping the state in its relief work. When it is finished it will be used for conferences, conventions, football, track, tennis, and other gatherings. It lies at the extreme southeast end of the college campus of 107 acres, some forty feet below the regular level of the campus proper and on a level with the main street from the city. The entire park is within the city limits.

DUKE UNIVERSITY FOREST

IN THE campus of the Woman's College, the large University campus, and the Duke Forest, Duke University owns 5,285 acres of beautiful land, much of it either in forest or in process of reforestation. The large tract of beautiful land surrounding the University has practical and recreational uses, enabling it to provide adequate playing field and abundant opportunities for outdoor life in general.

The President's Annual Report (1933) contains twelve pages of interesting data submitted by the Director of the Duke Forest, reporting substantial progress in developing the Forest as a field laboratory for demonstration, research and educational purposes in the field of forestry. During the year seventy-four visitors, representing eleven states and England and twenty-five institutions were shown over the Forest, and plans, work and problems were discussed.

The Forestry Division of the State Department of Conservation and Development, in cooperation with the Office of Forest Pathology, Bureau of Plant Industry, U. S. Department of Agriculture, added a little over three acres to the plantation of blight-resistant Asiatic chestnuts established last year. The Durham troops of Boy Scouts of America, under the supervision of the Forest Staff, planted slightly more than two acres of loblolly pine and yellow poplar near their camp. The Forest Staff planted 101,375 trees, the state 1,500 and the Boy Scouts 2,000, making a total of 104,875 trees. A beginning has been

made in the development of a fuel wood market. Last season sixty-one Christmas trees were marketed. Through cooperation with the State Department of Conservation and Development an Auxiliary State Game Refuge has been established.

A pre-forestry curriculum has been organized in Trinity College of Duke University. This group of studies is designed for students who enter college with the purpose of going into forestry as their profession after graduation. The first three years will be given very largely to fundamental and auxiliary subjects, basic to a proper understanding of the more highly specialized work in technical forestry, which will require two or three additional years, depending upon the student's choice and the quality and amount of work that he does.

During the summer, the Director visited in the Northeast a number of demonstration and research forests maintained by educational institutions and by federal, state and private agencies, the most notable of which were the Harvard Forest at Petersham, Mass., the Charles Lathrop Pack Demonstration Forest near Warrensburg, N. Y., maintained by the New York State College of Forestry, the Eli Whitney Forest at New Haven, Conn., and the Yale Forest near Keene, N. H. The Harvard Forest has been under intensive management for at least twenty-three years and affords many excellent examples of various forestry practices, the results of which are already evident on the ground.

BIRD SANCTUARY AT BIRMINGHAM-SOUTHERN

FOR SOME years past, at Birmingham-Southern College under the leadership of Mrs. Guy E. Snavely, wife of the President, much of the college campus has been made into a bird sanctuary.

Around the President's house, which is toward the front of the campus, a number of bird houses have been placed in the trees and on poles. Several bird baths have been erected, one in a sunken garden immediately adjoining the house.

These allurements have attracted many birds throughout the year. Some of them have become quite tame in their daily ablutions. Among the visitors are redbirds, cardinals, mockingbirds, jaybirds, robins, and a number of other kinds with quite a motley crew of noisy sparrows.

There is a family of robins which has finally decided to stay perennially. Before interest was taken in their welfare, the robins would stop for a day or two only while migrating northward in the spring and southward in the fall. For the past few years, great numbers of robins have stopped for a few days only, paying as it were brief visits to the few who stay throughout the year.

Back of the athletic field have been for a number of years several covies of quail. We placed them there in the first place and have made it a point to try to look after their nourishment and to defend them from marauding boys of the neighborhood. Other birds like flickers and killdees stay in this section of the campus. Birds baths have also been arranged for them.

It is felt that the College has been very successful in the operation of the bird sanctuary, especially when it is noted that the campus of 130 acres is less than three miles from the center of a large industrial city.

THE BERRY SCHOOLS, Georgia, are located within a 30,000 acre tract of gardens, campus, farm land, timber land, mountain side, streams, waterfalls, lakes and pools. It is believed to be the largest private school ground in the world. There are 100 buildings of logs, sawed timber, brick and stone. One thousand students make this spacious site their home as they work their way through school and college.

PRESERVING NATURAL CONDITIONS, THE COLLEGE OF ST. CATHERINE

A CONSIDERABLE portion of the campus of the College of St. Catherine remains unspoiled by landscape artists. One corner in particular is of interest and value from a scientific point of view. Originally a swamp covered most of this corner. An artificial lake was dredged out of the deepest portion and other parts were filled in. Beyond the artificial lake and into the wooded part the swamp still remains. In some parts mosses and liverworts abound; in dryer and more acid corners scouring rushes and swamp border vegetation run riot; many of the wild flowers may be found. The lake has been stocked with fish which have survived three winters under the ice. On another part of

the campus is a peat bog which has suffered somewhat from burning but every effort is being made to control this wanton destruction of the original cover. Thus within a space of just over a hundred acres, it is possible to preserve the woods, the prairie, the swamp, the peat bog, and the lake, invaluable laboratories for ecological study.

THE CARLETON COLLEGE ARBORETUM

TWENTY years ago the view northeastward from the main campus of Carleton College presented a weedy ravine with unsightly farm buildings beyond. In 1914, the farm land adjacent to the campus was acquired by the Carleton Corporation and made into a modern farm plant with attractive buildings and equipment. The intervening valley was transformed, through the generosity of Mr. and Mrs. George R. Lyman, of Pasadena, California, into a series of lakes with beautifully landscaped environs. These lakes, known as the George Huntington Lyman Memorial Lakes, are fed by constant springs. In the cold of winter and throughout the dry summer, they furnish a continuous flow of water over two falls, their natural beauty adding greatly to the charm of the Carleton Campus.

Purchase of the Carleton College Farm and development of Lyman Memorial Lakes were only the beginnings, however, of President Cowling's plans to surround students at Carleton with beauty in architecture and landscape as an important part in the educative process. In recent years the College has acquired additional land until at the present time it owns a total of 800 acres extending along three miles of the Cannon River. Of this tract, an area of 360 acres is administered as the Carleton College Arboretum. It presents a series of soil types extending from the alluvial soils along the river to scrub-oak bluffs and fertile uplands supporting a broad-leaf forest. It includes an acid bog of several acres. Diversity of soil types and exposures makes it an excellent site for an arboretum. About half the area is covered with native forest including the most northerly known stand of black walnut. Some three thousand trees and shrubs have been planted. Five miles of graveled foot paths with adequate bridges and seven miles of bridle trail have been built. A bird sanctuary with feeding stations has been established in the area nearest the campus.

Students use the arboretum for nature study, botanical and geological field trips, and for recreation. During the spring months for the past three years, a weekly mimeographed *Nature Trail Bulletin* has been published by the Department of Botany of the College. A student going over the nature trail takes a copy from a bulletin box at the entrance of the trail and finds numbered paragraphs calling attention to objects of natural history interest for the week, the numbers corresponding to numbered stakes along the trail. The average number of such bulletins used each week has been 340.

The primary purpose of the College in administering the Arboretum is to develop a demonstration and testing ground for materials of landscape gardening that may prove useful in making more beautiful the home surroundings, highways, parks and streets of villages and cities in the Northwest. The climate of this section precludes the use of about two-thirds of the materials used in landscaping in the section from Ohio to New York. Failures with nursery stock from Eastern or Southern sources have discouraged many ambitious amateurs in home ground improvement and an adequate arboretum for working out the problems of the Northwest has hitherto not been available. In the plantings an effort is being made to demonstrate also the art of landscaping by building unit pictures to show effects that may be obtained by different combinations of species. The Carleton Department of Art gives a course in the Art of Gardening and it is expected that this department will expand this phase of its work as the available demonstration material is developed in the Arboretum. It is believed to be within the province of the work of a liberal arts college to develop in the student an appreciative understanding of the basic principles of beauty in his environment, and to contribute to the larger community in which it is situated the means of achieving more beautiful surroundings.

PRESIDENT BIRD of Occidental College reports magnificent cooperation from the Board of Supervisors in the plantation of the campus. Some ten years ago it was a bare hillside. Today it includes several very beautiful groves of trees, largely made possible through this assistance from the County. The College has planted many hundreds of trees that have been given

to it, and the inspiration of the College to the student body and to the general life and work of the institution has been unquestionably increased through this beautification of the campus. Dr. Bird states that his part in this effort was stimulated in the reading of the poem to *The Americanization of Edward Bok*.

STANFORD UNIVERSITY possesses a large campus and an arboretum, but has not yet developed them in a consequential way. There is also on the campus an experimental orchard operated by the United States Department of Agriculture that is doing some unique work in developing finer quality fruits for canning.

THE ANNUAL ALL-COLLEGE OUTING AT EARLHAM COLLEGE

BEGINNING in 1931, Earlham College inaugurated a series of all-college outings designed to give to all members of the student body and the faculty who desired to participate, a week-end trip to some point or points in the great out-of-doors, where they could learn something of the beauty, the geography, and the history of the region in which Earlham is situated.

The location and environment of the college are highly favorable to this experiment. Situated in Indiana just over the Ohio line, and about midway of the state from north to south, the country within a radius of 150 miles from the college affords a varied selection of natural beauty and historic and scientific interest.

The first outing in 1931 took the form of a drive across the state to Turkey Run State Park near Marshall, Indiana. This park combines in a high degree natural beauty, geological interest, and an opportunity for a healthy and strenuous tramping over miles of trails, through rocky gorges and October woods.

Saturday morning sufficed for the automobile ride across the state. The afternoon was devoted to tramps through the park, followed by a dinner at the comfortable state inn where students, faculty, and a few local alumni made merry with informal speeches and songs, the occasion being concluded by an informal dance. Sunday morning, after brief but appropriate devotional exercises, was again devoted to tramps through the park, and immediately after lunch the automobile cavalcade recrossed the state in time for late Sunday evening dinner at the college.

Dr. Robert L. Kelly, Secretary of the Association of American Colleges, and an alumnus and former President of Earlham College, participated in this trip, spoke at the dinner, and conducted the services on Sunday morning.

The experiment was so successful that it was repeated in the fall of 1932 with Clifty Falls State Park near Madison, Indiana, as the objective. The itinerary was arranged to include many points of historical interest, one of which was the Lanier home in Madison, a fine old colonial mansion built by a prominent banker and business man of Indiana's early days who was financially responsible for Indiana's honorable part in the Civil War. The house and its furnishings constitute a veritable monument to the stately ante-bellum days of the Ohio River. The trip home included a beautiful drive along the banks of the Ohio.

In 1933 the outing turned eastward into Ohio and the educational emphasis shifted still more from geology to history. The Great Serpent Mound and many other ceremonial Indian mounds were visited as well as Fort Ancient, probably the greatest prehistoric earthwork in North America; and the trip included on the second day a picturesque park called the Seven Caverns, of the same general character as the Turkey Run region, which gave an opportunity for the rugged tramping and climbing which constitute so vital a part of these outings.

It will be seen from this brief account that the primary purpose of these all-college outings is a good time together in the great outdoors. A secondary purpose is the stimulation of interest in the natural sciences and history. The dinner together Saturday evening, the informal speeches and informal dance and the brief religious exercises on Sunday morning have characterized each trip. Freedom and individual initiative in exploration and tramping are encouraged so far as it is consistent with the general plan of the trip which involves the moving of some 200 people over some 300 or 400 miles of territory during two days and seeing that they are comfortably lodged and cared for and returned to the college in shape for the next week's work.

The all-college outing has become an institution at Earlham College.

PRESERVING HISTORIC SHRINES

THREE HUNDRED AND FIFTY years ago, the English attempted their first settlement in the New World. The scene of this undertaking was on Roanoke Island in North Carolina. Although tragedy stalked the footsteps of these and later colonists and the settlement was not permanent, the foundation of the history of modern America was thus planted on North Carolina soil.

Since the days of Sir Walter Raleigh, stirring dramas have been enacted within this state, but few of them have received proper recognition. At its recent meeting in Morehead City, the Board of Conservation and Development proposed a program for marking the historical spots of North Carolina as one phase of activity for the current biennium. Realizing that considerable preliminary study would be required to map out a program of this nature, a committee of historians was authorized from among the ablest in the State. As a result, Director R. Bruce Etheridge of the Department of Conservation and Development, has asked the heads of the Chapel Hill unit of the University of North Carolina, the State College unit of the University, Duke University, Wake Forest College, and Davidson College to select one historian each from among their faculties to serve in this capacity. A. R. Newsome, secretary of the State Historical Commission, was also requested to become a member of the group.

Mr. Newsome not only agreed to serve on the committee but has commended the desirability of the movement and its soundness. He pointed out that some work along these lines had been done but that the lack of finances had prevented a state-wide program from being carried out.

That the committee will include some of the most able talent in the state is assured from the caliber of historians already indicated by the heads of the institutions. These include Dr. R. D. W. Connor, of the Chapel Hill unit of the University; Dr. Hugh T. Lefler, of State College; and Dr. Thomas W. Lingle, of Davidson College. Selection of other members of the committee is expected shortly.

Although definite methods of procedure will not be worked out until the committee has assembled, it is anticipated that a plan somewhat along the lines followed in the State of Virginia will

be adopted. Some 1,200 historical markers have been erected in the Old Dominion State by the Virginia Department of Conservation and Development, which is frequently cited as a model in movements of this nature. Conservation officials hope that a definite program will be ready for submission to the next General Assembly which will likely be asked to provide a modest appropriation for the establishment of the markers.

Favorable reaction to the above proposal has been received throughout the state; it has been commended by the press; and various organizations and individuals have offered their cooperation. The value of the work, both educationally and as an investment, has not been questioned.

The Federal Government is making substantial contributions to the preservation, restoration, and availability of North Carolina's historical shrines. A small expenditure on the part of the state at this time will multiply many times the returns from these projects. One of the most important undertakings made possible by Federal funds is the restoration of Fort Raleigh on Roanoke Island, the site of the first English settlement in America. This is a Civil Works Administration and Emergency Relief Administration project and is nearing completion. A Civilian Conservation Camp has recently been established at Fort Macon on Bogue Banks in Carteret County to restore the old fortification, to complete a highway to the fort, and to inaugurate a program for the reclamation of this portion of "the banks" from shifting sands through the reestablishment of forest growth. Recently another Civilian Conservation Camp built the first road to the top of Rendezvous Mountain in a state park of the same name in Wilkes County. All three of these projects were sponsored and supervised by the Department of Conservation and Development.

THE YALE FORESTS

YALE UNIVERSITY owns two forests, one near Union, Connecticut, and one near Keene, New Hampshire. In addition it utilizes the Eli Whitney Forest, owned by the New Haven Water Company, and two private forests located respectively in Louisiana and Arkansas, for the work of the School of Forestry.

The Keene Forest comprises an area of about 1,500 acres, located in the heart of the best white pine region of New England. It has been under intensive management for about twenty years. It is very well stocked with pine and a considerable amount of hemlocks and hardwoods, some of the stands being already of merchantable size. All types of operations have been carried on, including reproduction cuttings, different kinds of thinnings, extensive planting, and various improvement work customary on a forest of this character. Each summer a camp is conducted on the forest designed primarily for selected graduate students and for such members of the staff as may desire to use the property for research and experiment. Each year foresters visit the tract to observe the experiments which have been conducted, and many forest owners inspect the forest to study the practical measures of field practice that have been used.

The Yale Forest near Union, Connecticut, has more recently been acquired by gift. It covers an area of about 7,500 acres, representing a mixture of pine, hemlock, and hardwoods, and containing more than 20 million feet, board measure, of merchantable timber. It is handled as an economic unit, under the management of a resident director. All activities appropriate to such a forest are carried on. The student finds an excellent opportunity to see first hand the application of principles of fire protection, road and trail improvement, construction of minor bridges and dams, management of wild life, handling of small sawmills and motor equipment, forest bookkeeping, and numerous other aspects of business management. All this is in addition to the demonstration of practical silviculture, forest appraisal, working plans, and silviculture. The summer camp of the regular professional students is conducted on this forest, and it is used by students during the college year for excursions.

The Eli Whitney Forest is located immediately adjacent to New Haven. It embraces about 20,000 acres. By a cooperative arrangement with the New Haven Water Company the forest activities have been handled by the School of Forestry for more than twenty-five years. Silvicultural operations have been carried on continuously during that period. The forest is, therefore, very rich in illustrations of the results obtained by inten-

sive forestry. These include more than 2,000 acres of plantations. This forest is the principal practice ground of the forestry students at Yale. It is used for instruction and research in dendrology, forest ecology, silviculture, forest entomology, forest pathology, and forest management.

Each year a class of students preparing for the general practice of forestry spends two and a half months, under two experienced instructors, in Louisiana and Arkansas. The work is conducted at the end of the course in the senior year. The work is directed to applied forest management and organization and to the practical problem of lumbering. The work in forest management is conducted on a tract of 80,000 acres, owned by the Hardtner Lumber Company, at Urania, Louisiana. The work in lumbering is carried on in part on this forest and in part on the property of 400,000 acres near Crossett, Arkansas, owned by the Crossett Lumber Company. In this final work the students have the opportunity to utilize for large scale conditions the theories and techniques which they have studied in their courses at New Haven.

AT ELKINS, West Virginia, according to an Associated Press dispatch Secretary Dern, President of the National Forest Reservation Commission, speaking at the Forest Festival on October 6, announced that President Roosevelt has allotted \$10,000,000 more to buy forest lands in the East. Mr. Dern said:

As knowledge of our country and its natural resources has become more detailed by wider observation and longer experience, it has become evident that approximately one-third of the total land area of the forty-eight states will yield the highest social and economic returns if maintained in a forested condition.

THE COLLEGE PRESIDENTS' PEACE LETTER

ERNEST H. WILKINS

PRESIDENT OF OBERLIN COLLEGE

EARLY in May a draft of a letter to President Roosevelt, setting forth eight proposed actions looking toward the lessening of the danger of war, was circulated among a considerable number of the college presidents of the country. The covering letter suggested that any who approved the document in general but dissented from one or more of the proposals should so indicate. Before the date first set for the closing of the list, 83 presidents had signed without reservations and 28 had signed with reservations. The letter with these signatures was sent to President Roosevelt on May 15.

On May 16 an additional list of signatures, 17 without reservations and 8 with reservations, was reported to the President; and on May 28 a final list of 10 signatures, all without reservations, was reported to him. Altogether, 35 states were represented.

Signatures received after that time were not reported. Several other presidents approved four or less of the proposals; the names of those whose approval was thus limited were not included among the signatures. A few other presidents, for various reasons, expressed a preference not to be recorded as signers.

The letter was printed in full, with signatures, in the *New York Times* and in the *New York Herald Tribune* on May 18; and received more or less extended notice in many other papers.

President Roosevelt replied to the letter on June 6.

There follow: (1) the letter as sent to President Roosevelt on May 15; (2) a special accompanying statement regarding the proposed embargo plan; (3) a copy of President Roosevelt's reply.

(1)

Oberlin, Ohio,
May 15, 1934.

To the President of the United States:

At a time when rumors and prophecies of war in Europe and the Far East are being voiced continually in the press and by

public speakers, we, the undersigned presidents of American colleges and universities, respectfully request your careful consideration of the following statements. We submit them to you not because they represent our views alone, but because we believe they represent the opinion of many thousands of college men and women throughout the United States—administrators, teachers, alumni and students.

We turn to you with the more confidence because our country has already renounced war as an instrument of national policy and because we have learned to expect from you a keen interest in human welfare, and courage to tackle the hardest problems.

We believe that the outbreak of war in Europe or Asia must sooner or later involve the United States, unless the government of this country is willing to take extraordinary steps to prevent it. Under modern conditions, even nations which strongly desire to remain neutral may all too easily be drawn into war—through interference with neutral commerce, seizure of neutral ships, confiscation of neutral property, inadequate protection of the lives of neutrals, injury to national pride, instigation by those who hope for private profit, or in any one of many other ways.

We know, and those who sit in college classrooms know, far more about the nature of war and its causes and consequences than did college men and women of twenty years ago. We believe that another war, in itself and in its consequences, would be a terrible disaster for the United States.

We believe the time for action against war is the immediate present, before the obvious world trend toward war reaches its end in the actual outbreak of hostilities, and while we and the other major countries of the world are still at peace. We ask therefore that you urge upon the Congress of the United States, at the earliest possible moment, the passage of legislation intended to keep this country clear, so far as is humanly possible, of all circumstances and forces that draw nations into war. If it should seem to you possible to prolong the present session of the Congress until such action should be taken, we believe that you and the members of the Congress would win thereby a vast volume of gratitude, and would be taking a step of permanent world-wide significance. If you should regard the pressure for early adjournment as irresistible, we would ask you to consider

the possibility of calling the Congress together in special session as soon as might seem to you possible, to undertake consideration of such a program as is here suggested.

We suggest that immediate legislation should include the following acts:

1. An act empowering and requiring the President of the United States to declare a complete embargo upon trade between this country and any belligerent nation in the event of hostilities in any part of the world.

2. An act forbidding the flotation in the United States of bonds of belligerent governments, and of all private lending by American nationals to belligerent countries or their citizens.

3. An act empowering and requiring the President of the United States, in the event that the United States becomes involved in war, to take immediate control and operation of all business establishments in this country, industrial or otherwise, engaged in the manufacture, transportation, and/or sale of materials of every description used in the prosecution of war—such control and operation to continue for some reasonable period after the close of the war, and to be paid for at a reasonable rate of interest not greater than say 6% on the value of capital plant and equipment at the time of acquisition, or the average earnings of each such establishment during say the preceding five years, whichever is lower.

4. An act prohibiting the use of the armed forces of the United States either for the collection of debts owed to Americans by foreign nationals or their governments, or for the protection of American property owned abroad.

We recognize the fact that the taking of such steps would involve serious costs and sacrifices; but we submit that no costs or sacrifices incurred through them in the interests of peace are likely to approach those which would be caused by war.

We believe that protection to American lives and property by means other than the force of arms requires the following actions, which we ask that you urge upon Congress at your earliest opportunity:

5. The immediate adherence of the United States to the World Court without reservations unacceptable to the Court; and thereafter the submission to the Court of any dispute with an-

other nation which seems likely to result in war, and the acceptance of decisions handed down by the Court.

6. The early submission to the League of Nations of conditions under which the United States would be willing to take full membership in the League, and the offer of complete cooperation with the League while action upon these conditions is pending.

7. In the event of an overt act against our government or its nationals, or of any other threat of hostilities against us, an immediate request for full membership in the League of Nations without conditions unacceptable to the League.

We believe that permanent peace is not possible without a further act, which we urge you to recommend to Congress not later than the next session.

8. An act prohibiting the manufacture, purchase or sale of firearms, and of ammunition of every description, within the United States, or in foreign trade between the United States and other countries, except by the federal government of the United States or under license and complete control by the federal government.

We desire to express our belief that unless our government has made complete use of every available agency for peace and taken every possible step to prevent the coming of war it has no moral right to ask of the youth of America the sacrifice, in war, of themselves, their opportunities for the future, and the companionship of the men and women of their generation whom they hold dear, or to subject them and their children to a renewal of the post-war conditions which have so impoverished and degraded the only life they have known.

It is our judgment that support and aid in the conduct of a war cannot rightly be asked unless every effort possible to human ingenuity has been made to prevent such war.

Very respectfully yours,

(2)

Supplementary Statement as to the Embargo Proposal

This proposal calls for a complete embargo for the following reasons:

(a) An embargo upon munitions alone is impossible of enforcement. The term "munition" cannot be given accurate definition. Cotton cloth for the manufacture of uniforms may

be a munition of war of great value to a nation which lacks cotton or cotton mills. In time of war almost every commodity of commerce has some use in the conduct of war.

(b) Blockades of enemy ports are not likely to function well if discrimination has to be made by the blockading vessels between munitions and non-munitions. Did the *Lusitania* carry munitions? The people of the United States went to war in 1917 partly because they believed she did not. A German commander sank her because he had been told she did.

(c) Operations against non-combatant enemy populations, with gas bombs, and possibly germs, will certainly include blockades against raw materials, tools, and food and clothing for these populations also. It is idle to suppose that trade in non-munitions will be left without interference by any belligerent naval power in the future. Any nation permitting its nationals to trade with a belligerent population is inviting attacks upon its commerce by the enemies of that population.

Copy of Letter Received June 7, 1934

The White House,
Washington

My dear Doctor Wilkins:

I desire to acknowledge herewith the receipt of your letter of May 15, with which you enclosed a communication signed by yourself and a number of fellow college presidents, urging upon me an eight point program for the preservation of peace.

I have given your letter and its enclosure my careful and sympathetic attention and, while I prefer not to enter at this time upon a discussion of the individual suggestions, I may say that I am in hearty accord with the objective which inspires your statement. I share with you the wish that our country not only avoid being drawn into another war, but that it also contribute its full share toward the preservation of world peace. This Administration has already initiated a number of steps designed to give practical application to this policy, the most recent among which have been the negotiation of a new treaty with Cuba, placing our relations with that nation on a new footing of equality and friendship, and the establishment of an embargo against the sale of munitions of war to Bolivia and Paraguay,

with the aim of putting an end to their useless and sanguinary conflict. The cooperation I have had from the Congress in putting these and similar measures into effect, bears witness to its will to collaborate fully in solving the world problems which face us and is a symbol of the unity of purpose of our whole people.

Sincerely yours,

(Signed) FRANKLIN D. ROOSEVELT

Ernest H. Wilkins, Ph.D.,
President, Oberlin College,
Oberlin, Ohio.

THE COLLEGES AND PUBLIC SERVICE

ACCORDING TO LEONARD W. WHITE, of the United States Civil Service Commission, there is a new feeling abroad in the colleges and universities turning young men and women toward the public service rather than toward a private career. This reflects in part the growing tasks and responsibilities of governments and the wider recognition of the necessity of putting our administrative house in order for the purpose of giving it strength to meet its complex problems. The fascinating appeal which has long surrounded such agencies as the Foreign Service and the Forestry Service is now extended to cover not only the newer agencies of government but the older-established departments.

We are living in a creative period looking toward the remaking of many aspects of our common life. An inventive and ingenious mind enjoying the contacts of public life can contribute to making new public policies in the relations of government and business in the connections between Federal, State, and local governments, and in many emerging social problems such as old-age security and unemployment insurance.

In discussing careers in the public service one must emphasize the fact that in large areas the underlying basis of a career has been definitely achieved. This means permanent tenure, reasonable opportunity for promotion, and a reasonable salary. It also means opportunity for effective service.

While it is still true that from many points of view the Federal Service offers greater opportunity for a career than the services of state and local governments, it must nevertheless be

recognized that in the larger cities there are attractive opportunities for large-scale administration. In the middle range and smaller cities the new profession of city management has become established and is now moving into county government.

Police service has not yet been put on a basis to make a broad appeal to men of higher education, but the notable contribution of Chief August Vollmer, of Berkeley, California, and an occasional professionally trained chief like Chief Wilson,* of Wichita, Kansas, show the trend of the times.

An attractive type of employment closely related to the public service is found in a large number of quasi-public organizations and groups interested in public problems. Public Administration Clearing House (Chicago) recently issued a directory listing about eighteen hundred such organizations.

No private employer offers such a range of diversified employment as government. Government is one of the largest organizations, if not the largest, in each and every community. Standards of government performance are steadily rising and the lack of prestige which has hampered government for generations is gradually being overcome.

* The remarkable work of the police department at Wichita has for some grant been tied into the educational program of Friends University.—
R. L. K.

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